

Edna *Ch Sedgwick*
Proceedings

Forty-first Anniversary Conference

**National Association of Student
Personnel Administrators**

(Founded, 1919, as the National Association
of Deans and Advisers of Men)

**Harvard Graduate School of Business Administration
Boston, Massachusetts**

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1959

June 25-30, 1959

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P R O C E E D I N G S

Forty-First Anniversary Conference

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS

President Dean Fred H. Turner, University of Illinois
President Elect..... Dean H. Donald Winbigler, Stanford University
Vice President..... Dean J. C. Clevenger, State College of
Washington
Vice President..... Executive Dean William S. Guthrie, Ohio State
University
Secretary-Treasurer.. Dean Carl W. Knox, Miami University
Conference Chairman.. Dean John E. Hocutt, University of Delaware

Executive Committee: The Officers and

Dean Donald M. DuShane.....University of Oregon
Dean Marion L. Huit.....State University of Iowa
Dean R. R. Oglesby.....Florida State University
Dean William D'O. Lippincott.....Princeton University
Assistant Dean J. Leslie Rollins.....Harvard Graduate School of
Business Administration
Dean Mark W. Smith Denison University
Director Victor R. Yanitelli, S.J. Fordham University
Dean Arno Nowotny, Placement Officer University of Texas

Held at

Harvard Graduate School of Business Administration
Boston, Massachusetts

June 25, 26, 27, 28, 29, 30, 1959
July 1, 1959

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STATEMENT OF PRINCIPLES

Adopted by the National Association of
Student Personnel Administrators,
34th Anniversary Conference,
Colorado Springs, Colorado.

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between student and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership about the discharge of institutional responsibility according to established principles which are clearly stated, and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

THE FORTY-FIRST ANNIVERSARY CONFERENCE

Harvard Graduate School of Business Administration
Boston, Massachusetts

Harvard Business School NASPA Conference Committee

Chaffee E. Hall, Jr., Assistant Dean and Director of Admissions and
Student Personnel -- Chairman

Vernon R. Alden, Associate Dean of the Faculty

J. Leslie Rollins, Assistant Dean

Thomas J. Raymond, Associate Professor, Conference Educational Adviser

Nancy Peterson, Assistant, Student Personnel Office

THURSDAY, June 25, 1959

(Note: All times are Eastern Daylight Saving Time.)

11:00 A.M. Meeting of Executive Committee - Aldrich 107

1:00 P.M. Registration - Lobby of Baker Library
Exhibits - Baker 120

REGISTRATION COMMITTEE

Dean C. William Brown, Chairman, Illinois Institute of Technology

Dean Alan Coutts, Dickinson College

Assistant Dean Henry A. Dux, University of Rhode Island

Assistant to the Dean Paul F. Engsborg, Miami University

Dean Abner L. Hansen, Florida Southern College

Associate Dean Robert J. Holden, Massachusetts Institute of
Technology

Dean Christopher F. Kennedy, Northeastern University

Dean B. L. Perry, Florida Agricultural and Mechanical College

Dean John W. Rawsthorne, The Principia

Dean Leslie H. Tucker, Bradley University

Director Stanley Weinstein, Brandeis University

COMMITTEE ON RECEPTION AND HOSPITALITY

Dean Gilbert G. MacDonald, Chairman, Northeastern University
Associate Dean William H. Burkhardt, Jr., University of
Massachusetts

Dean R. William Cheney, Springfield College

Dean E. R. Durgin, Brown University

Dean Earle W. Clifford, University of Vermont

Assistant Dean Verne C. Edmunds, Boston University

Dean Charles R. Gadaire, American International College

Associate Dean Robb G. Gardiner, University of New Hampshire

THURSDAY, June 25, 1959 (Con'd.)

COMMITTEE ON RECEPTION AND HOSPITALITY (Con'd.)

Director Chaffee E. Hall, Jr., Harvard Graduate School of
Business Administration
Dean Joseph F. Kauffman, Brandeis University
Dean O. W. Lacy, Trinity College
Dean Francis B. McManus, S. J., Boston College
Dean John F. Quinn, University of Rhode Island
Dean John T. Rule, Massachusetts Institute of Technology
Dean John E. Stewart, University of Maine
Vice Dean Louis A. Toepfer, Harvard Law School

2:00 P.M. Meetings of Commissions and Committees as called by Chairmen

Commission I - Aldrich 7
Commission II - Aldrich 8
Commission III - Aldrich 9
Commission IV - Aldrich 10
Commission VII - Aldrich 11
Committee to Cooperate with N.I.C. - Aldrich 12
Committee to Work with A.I.A. and College and University Housing
Officers - Aldrich 107
Committee on Training of Residence Hall Administrators -
Aldrich 108
Committee on Scholarships and Financial Aids - Aldrich 109

Obtain room assignments for meetings of other Commissions and/or
Committees as may be scheduled at the Registration Desk in the
Lobby of Baker Library.

4:00 P.M. Orientation Meeting for New Deans, New Members, and Visitors -
Aldrich 112

Chairman: Dean Noble B. Hendrix, University of Miami

Panel Members:

Dean Frank C. Baldwin, Cornell University
Dean James E. Foy, Alabama Polytechnic Institute
Dean Arthur H. Kiendl, University of Colorado
Dean John H. Stibbs, Tulane University

5:00 P.M. Social Hour - Residence Hall Lounges

(Please purchase tickets covering the cost of refreshments in
advance at the Registration Desk in the Lobby of Baker Library.

Note: Those attending their first NASPA Conference are invited
to this social hour as guests of the Association.)

6:00 P.M. Dinner - Kresge Hall

THURSDAY, June 25, 1959 (Con'd.)

7:30 P.M. Opening Session of the 41st Anniversary Conference - Baker 100 Wives are invited to this session.

Presiding: Dean John E. Hocutt, University of Delaware

Invocation: Dean Arno Nowotny, University of Texas

Welcome: Dean Stanley F. Teele, Graduate School of Business Administration, Harvard University

Introduction of Speaker: Dean Wesley P. Lloyd, Brigham Young University

The President's Address: Dean Fred H. Turner, University of Illinois - "A Few Informal Comments in Regard to the Association"

Introduction to Seminars in Administration:
Associate Professor Thomas J. Raymond, Harvard Business School; Educational Adviser for the NASPA Conference

9:00 P.M. Study in Preparation for Friday Seminars

FRIDAY, June 26, 1959

7:30 A.M.-8:30 A.M. Breakfast - Kresge Hall

8:00 A.M. Registration Continued - Lobby of Baker Library

9:00 A.M. Seminars in Administration

Staff for the Seminars:

Associate Dean Vernon R. Alden
Professor George Baker
Assistant Professor James V. Clark
Assistant Dean, Associate Director of Doctoral Program
Thomas A. Graves, Jr.
Assistant Professor Neil E. Harlan
Associate Dean, Professor Russell H. Hassler
Administrative and Research Assistant Priscilla A. Karb
Professor Edmund P. Learned
Associate Professor John B. Matthews, Jr.
Professor, Director of Doctoral Program Robert W. Merry
Associate Professor Thomas J. Raymond
Associate Director of Overseas Relations Cummins E.
Speakman, Jr.

FRIDAY, June 26, 1959 (Con'd.)

Seminars:

Section A	- Professor Merry	- Aldrich 107
Section B	- Professor Raymond	- Aldrich 108
Section C	- Professor Learned	- Aldrich 109
Section D	- Associate Dean Alden	- Aldrich 110
Wives' Section	- Miss Karb	- Aldrich 111

12:00 Noon Conference Photograph - Front of Baker Library

12:15 P.M. Luncheon - Kresge Hall

1:30 P.M. Seminars in Administration

Section A	- Professor Hassler	- Aldrich 107
Section B	- Professor Baker	- Aldrich 108
Section C	- Professor Harlan	- Aldrich 109
Section D	- Professor Matthews	- Aldrich 110
Wives' Section	- Dr. Speakman	- Aldrich 111

5:00 P.M. Social Hour - Residence Hall Lounges
(Please purchase tickets covering the cost of refreshments in advance at the Registration Desk in the Lobby of Baker Library.)

6:30 P.M. Dinner - Kresge Hall

Evening Study in Preparation for Saturday Seminars

SATURDAY, June 27, 1959

7:30-8:30 A.M. Breakfast - Kresge Hall

9:00 A.M. Seminars in Administration

Section A	- Dr. Graves	- Aldrich 107
Section B	- Professor Clark	- Aldrich 108
Section C	- Professor Learned	- Aldrich 109
Section D	- Professor Matthews	- Aldrich 110
Wives' Section	- Dr. Speakman	- Aldrich 111

12:15 P.M. Luncheon - Kresge Hall

1:30 P.M. Seminars in Administration

Section A	- Professor Merry	- Aldrich 107
Section B	- Professor Raymond	- Aldrich 108
Section C	- Professor Harlan	- Aldrich 109
Section D	- Associate Dean Alden	- Aldrich 110
Wives' Section	- Miss Karb	- Aldrich 111

5:00 P.M. Social Hour - Residence Hall Lounges
(Please purchase tickets covering cost of refreshments in advance at the Registration Desk in the Lobby of Baker Library.)

SATURDAY, June 27, 1959 (Con'd.)

6:30 P.M. New England Clambake - Fieldhouse and Rockwell Cage,
Massachusetts Institute of Technology

SUNDAY, June 28, 1959

8:30 A.M.-9:30 A.M. Breakfast - Kresge Hall
(No other meals will be served in Kresge Hall on June 28.)

NO PROGRAM SCHEDULED

MONDAY, June 29, 1959

7:30-8:30 A.M. Breakfast - Kresge Hall

9:00 A.M. Two Group Discussion Sessions are scheduled:

- (1) Financial Aid - Panel Presentation - Aldrich 112
Presiding: Dean William D'O. Lippincott, Princeton
University
Panel:
Dean John U. Munro, Moderator, Harvard College
Dean Harriet D. Hudson, Randolph Macon Woman's College
Vice President John Morse, Rensselaer Polytechnic
Institute
Dr. Byron Doenges, Department of Health, Education and
Welfare
- (2) Foreign Students - Whose Responsibility? - Panel
Presentation - Baker 101
Presiding: Dean Marion L. Huit, State University of Iowa
Panel:
Professor Paul M. Chalmers, Moderator, Adviser to
Foreign Students, Massachusetts Institute of
Technology
Dean Donald K. Alderson, University of Kansas
Associate Dean Leo Dowling, Indiana University
Mr. John B. Fox, Director of Overseas Relations,
Harvard Business School
Mr. Jack Reichard, Director of International Student
Center, Greater Boston Area
Mr. Philip S. Wilder, Assistant to the President,
Bowdoin College

11:00 A.M. Business Session - Baker 100

Presiding: Dean Fred H. Turner, University of Illinois

Special Order of Business: Report of the Committee on Nomina-
tions and Place.
Reports of Commissions and Committees.

MONDAY, June 29, 1959 (Con'd.)

12:15 P.M. Luncheon - Kresge Hall
Wives' Luncheon - Boston University

1:30 P.M. Group Discussion Session - Baker 100

Presiding: Dean Jack C. Clevenger, State College of Washington
Student Attitudes, Morale, Behavior - Panel Presentation

Panel:

Executive Dean William S. Guthrie, Moderator Ohio State
University
Professor Philip E. Jacob, University of Pennsylvania
Professor David Riesman, Harvard University

3:30 P.M. Special Presentations and Small Group Discussion Sessions

I Ethical Relationships between the Student Personnel Administrator and His Staff - Aldrich 8

A Commission II Presentation

Dean Wesley P. Lloyd, Chairman, Brigham Young University

II A Look at the Dean of Students' Job - Results of a Study of Student Personnel Concepts and Practices at Selected Institutions of Higher Learning in the United States - Aldrich 9

Dean Fred J. Vogel, Daytona Beach Junior College

III Panel of Americans - A Demonstration by a Student Panel of the Program in Intergroup Education Showing that Racial, Religious, and Cultural Variety Can Be One of America's Greatest Strengths - Aldrich 10

Dean O. D. Roberts, Purdue University
Miss Marian Hargrove, Associate Director, National Council
for the Panel of Americans

IV G-E College Bowl - Barnard College vs University of Minnesota - Aldrich 11

Film Presentation by William W. Lewis and John Cleary of Maxon, Inc.

(This film will be re-shown on June 30; time and place will be announced.)

V Student Participation in Institutional Policy Making and Administration - Aldrich 107

MONDAY, June 29, 1959 (Con'd.)

Panel:

Dean Donald K. Anderson, Chairman, University of Washington
 Dean Joseph E. Gould, State University Teachers College, Fredonia, New York
 Dean Mayne Longnecker, Southern Methodist University
 Dean Edmund G. Williamson, University of Minnesota

- VI Fraternities - Scholarship, Rushing, Conduct, Hazing, Developing an Effective Interfraternity Council - Aldrich 108

Panel:

Director Richard L. Hansford, Chairman, University of Akron
 Dean L. D. Leith, Lehigh University
 Mr. J. Edward Murphy, President, National Interfraternity Conference
 Associate Dean John J. Pershing, Georgia Institute of Technology

- VII Peripheral Problems - Automobiles, Drinking, Discrimination, Dress, Public Display of Affection, Intercampus Raids - Aldrich 109

Panel:

Dean James G. Allen, Chairman, Texas Technological College
 Director John Truitt, Michigan State University
 Dean Ralph Young, College of Wooster
 Dean Theodore W. Zillman, University of Wisconsin

- VIII What Constitutes a Reasonable Extra-Curricular Activity Program Which Complements Rather Than Detracts from the Primary Purpose of the Institution? - Aldrich 110

Panel:

Dean Fred H. Weaver, Chairman, University of North Carolina
 Dean William G. Craig, Stanford University
 Director Reid H. Montgomery, Florida State University
 Dean William Schwartzbaugh, University of Pittsburgh

- IX Responsible Student Government - The Extent of Its Scope and Authority - Aldrich 111

Panel:

Dean Charles R. Gadaire, Chairman, American International College
 Executive Dean B. J. Borreson, University of Maryland
 Director Joseph C. Gluck, West Virginia University
 President Robert R. Kiley, United States National Student Association

MONDAY, June 29, 1959 (Con'd.)

X Administration of Discipline Through Student Courts -
Aldrich 209

Panel:

Dean Carlton L. Krathwohl, Chairman, Syracuse University
Dean Henry P. Bucher, Coe College
Dean Jules Philip Colbert, University of Nebraska
Dean Elden T. Smith, Bowling Green State University

XI Developing a Residence Halls Program Which Contributes
Significantly to the Educational Goals of the Student -
Aldrich 210

Panel:

Dean Jack Matthews, Chairman, University of Missouri
Director Daniel A. Ferber, Indiana University
Dean W. Dean Holdeman, Oberlin College
Dean James C. McLeod, Northwestern University

XII Supervision of Student Publications - Aldrich 211

Panel:

Assistant Dean J. Donald Marsh, Chairman, Wayne State
University
Dean Sam M. Basta, University of Nevada
Assistant Dean Donald P. Hardy, University of Delaware
Dean Joseph A. Williams, University of Georgia

5:00 P.M. Social Hour - Residence Hall Lounges
(Please purchase tickets covering the cost of refreshments in
advance at the Registration Desk in the Lobby of Baker Library.)

6:30 P.M. Dinner - Kresge Hall

8:00 P.M. "Kids from Home Show" - Boston University (School of Fine and
Applied Arts, 855 Commonwealth Avenue)

Cast of twenty-one college and university students who present
a variety show in Europe during the summer under U. S. State
Department sponsorship.

Producer: Fred Waring

Director: Dr. J. Clement Schuler, Amherst College

TUESDAY, June 30, 1959

7:30-8:30 A.M. Breakfast - Kresge Hall

TUESDAY, June 30, 1959 (Con'd.)

9:00 A.M. General Session - Baker 100

Presiding: Dean Fred H. Turner, University of Illinois

Reports of Commissions and Committees

11:15 A.M. Final Business Session - Baker 100

Presiding: Dean Fred H. Turner, University of Illinois

12:15 P.M. Luncheon - Kresge Hall

1:30 P.M. Group Discussion Session - Baker 100

Relationships of Student Personnel Administrators with Teaching
Faculties

Presiding: Dean Donald M. DuShane, University of Oregon

Keynote Speaker: President Victor Spathelf, Ferris Institute

5:30 P.M. Social Hour - Harvard Business School, Host - Mellon Courtyard

7:00 P.M. Annual Banquet - Kresge Hall

Informal dress; wives are invited.

Presiding: Dean Fred H. Turner, University of Illinois

Invocation: Dean Francis B. McManus, S. J., Boston College

Toastmaster: Dean Fred H. Weaver, University of North Carolina

Guest Speaker: Mr. Lyman Kirkpatrick, Assistant Director and
Inspector General of the Central Intelligence
Agency.

WEDNESDAY, July 1, 1959

7:30-8:30 A.M. Breakfast - Kresge Hall

PLEASE VACATE HARVARD BUSINESS SCHOOL DORMITORIES
NOT LATER THAN 11:00 A. M., July 1

CONFERENCE OFFICERS AND COMMITTEES

Conference Chairman - Dean John E. Hocutt, University of Delaware

Assistant Conference Chairman - Dean John F. McKenzie, Boston University

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

Registration Secretary - Miss Hazel Yates, University of Illinois

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin,	1919 (1),	1928 (10)
Dean Floyd Field, Georgia Institute of Technology,		1927 (9)
Dean W. E. Alderman, Miami University,		1936 (18)
President D. S. Lancaster, Longwood College,		1937 (19)
Dean D. H. Gardner, University of Akron,	1938 (20),	1939 (21)
Vice President J. J. Thompson, St. Olaf College		1941 (23)
Vice President J. H. Julian, University of South Dakota		1944 (26)
Dean Arno Nowotny, University of Texas,		1947 (29)
Dean E. L. Cloyd, North Carolina State College		1948 (30)
Dean J. H. Newman, University of Alabama,		1949 (31)
Dean L. K. Neidlinger, Dartmouth College,		1950 (32)
Dean Wesley P. Lloyd, Brigham Young University,		1951 (33)
President A. Blair Knapp, Denison University,		1952 (34)
President Victor F. Spathelf, Ferris Institute,		1953 (35)
President Robert M. Strozier, Florida State University,		1954 (36)
Dean John H. Stibbs, Tulane University,		1955 (37)
Dean John E. Hocutt, University of Delaware,		1956 (38)
Dean Frank C. Baldwin, Cornell University,		1957 (39)
Dean Donald M. DuShane, University of Oregon,		1958 (40)

Elected Members

Dean Mylin H. Ross, Ohio State University
 Dean James C. McLeod, Northwestern University
 Dean Glen T. Nygreen, Kent State University

Alternates

Dean O. D. Roberts, Purdue University
 Dean Theodore W. Zillman, University of Wisconsin
 Dean Noble B. Hendrix, University of Miami

Committee on Resolutions

Dean Hurford E. Stone, Chairman, University of California, Berkeley
 Dean George K. Brown, Carnegie Institute of Technology
 Dean William V. Burger, Colorado School of Mines
 Provost Monroe S. Carroll, Baylor University
 Dean Thomas A. Emmet, University of Detroit
 Dean Richard E. Hulet, Illinois State Normal University
 Dean Leslie L. Martin, University of Kentucky
 Dean J. Juan Reid, Colorado College
 Dean Mylin Ross, Ohio State University

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

Committee on Resolutions (Con'd.)

Dean Alter Louis Slonaker, University of Arizona
 Dean Harold E. Stewart, Wayne University
 Dean William C. Weir, University of California, Davis
 Dean Herbert J. Wunderlich, Kansas State University

The Continuing Committees

Committee on Scholarships and Financial Aids

Dean I. Clark Davis, Chairman, Southern Illinois University

Sub-Committee on Scholarships

Director T. P. Pitre, Chairman, Massachusetts Institute of Technology
 Dean Mark Almlie, St. Olaf College
 Dean Carl M. Grip, Temple University

Sub-Committee on Employment

Dean Arno J. Haack, Chairman, Washington University
 Dean James P. Orwig, Berea College
 Dean Leslie H. Tucker, Bradley University

Sub-Committee on Loans

Dean Robert O. Long, Chairman, Wittenberg College
 Dean Mylin H. Ross, Ohio State University
 Vice President Floyd Stanton, S. J., Marquette University

Committee on Training Residence Hall Administrators

Dean Jack Matthews, Chairman, University of Missouri
 Dean Joseph Boyd, Northwestern University
 Associate Dean Robb G. Gardiner, University of New Hampshire
 Dean D. Whitney Halladay, University of Arkansas
 Dean W. Dean Holdeman, Oberlin College
 Assistant Dean Calvin S. Sifferd, University of Illinois

Committee to Cooperate with N.A.F.S.A.

Associate Dean Leo R. Dowling, Chairman, Indiana University
 Dean Donald K. Alderson, University of Kansas
 Dean R. E. Garcia Bottari, University of Puerto Rico
 Dean Albert W. Boldt, American University
 Director Millard R. Kratochvil, Iowa State College
 Dean Leslie L. Martin, University of Kentucky
 Dean John F. Quinn, University of Rhode Island
 Dean W. B. Rea, University of Michigan
 Dean Hurford E. Stone, University of California Berkeley

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Continuing Committees (Con'd.)

Committee to Cooperate with A. C. E.

Dean Donfred H. Gardner, Chairman, University of Akron
 Dean Donald K. Anderson, University of Washington
 Dean William Bush Baer, New York University
 Dean R. C. Beaty, University of Florida
 Dean W. V. Burger, Colorado School of Mines
 Dean Ralph E. Dunford, University of Tennessee
 Vice President James Lewis, University of Michigan
 Dean John P. Netherton, University of Chicago
 Vice President Frank Piskor, Syracuse University

Committee on Membership of Liberal Arts Colleges

Dean James P. Orwig, Chairman, Berea College
 Dean Harold S. Carlson, Upsala College
 Director Edward B. Gillen, S.J., Canisius College
 Dean David L. Harris, Ripon College
 Dean Robert O. Long, Wittenberg College
 Dean J. E. McCracken, Millsaps College
 Dean Earl F. Peisner, Grinnell College

Committee to Cooperate with N.I.C.

Director Richard L. Hansford, Chairman, University of Akron
 Associate Dean Byron H. Atkinson, University of California, Los Angeles
 Dean Alexander Cameron, Lawrence College
 Dean Ben E. David, University of Miami
 Dean Daniel Feder, University of Denver
 Associate Dean Robert C. James, University of Maryland
 Dean Donald R. Mallett, Purdue University

Committee to Work with A.I.A. and College and University Housing Officers

Dean Noble B. Hendrix, Chairman, University of Miami
 Dean James T. Penney, University of South Carolina
 Dean Cornelius B. Boocock, Rutgers University
 Dean Tom King, Michigan State University

Joint Committee on Student Discipline, Principles and Procedures (With National Association of Women Deans and Counselors and American College Personnel Association.)

Dean Robert E. Bates, Chairman, Colorado State University
 Dean Robert S. Hopkins, Jr., University of Massachusetts
 Dean Russell Griffin, Western Reserve University
 Executive Dean William S. Guthrie, Ohio State University
 Dean Carlton L. Krathwohl, Syracuse University
 Dean Leo Wolfson, Fresno State College

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Continuing Committees (Con'd.)

Committee on the Prevention and Control of Irresponsible Student Mass Behavior

Dean Marion L. Huit, Chairman, State University of Iowa
 Dean James G. Allen, Texas Technological College
 Dean Frank C. Baldwin, Cornell University
 Dean Huriord E. Stone, University of California, Berkeley
 Director John Truitt, Michigan State University
 Dean Theodore W. Zillman, University of Wisconsin

Cooperating Committee on U.S.N.S.A.

Dean Charles R. Gadaire, Chairman, American International College
 Assistant to the Dean Frank J. Dowd, Jr., University of Rochester
 Director James E. Foy, Alabama Polytechnic Institute
 Director Joseph C. Gluck, West Virginia University
 Dean Richard E. Hulet, Illinois State Normal University
 Dean Gordon J. Klopff, State University Teachers College, Buffalo, N.Y.
 Dean Mayne Longnecker, Southern Methodist University
 Dean William Schwartzbaugh, University of Pittsburgh
 Dean James J. Stewart, North Carolina State College

THE COMMISSIONS

Commission I Professional Relationships

Dean Donald Winbigler, Chairman, Stanford University
 Dean W. W. Blaesser, University of Utah
 Dean J. C. Clevenger, Washington State College
 Dean Arnold O. French, Louisiana State University
 Dean Robert Gordon, University of Southern California
 Dean Arno J. Haack, Washington University
 Dean Mylin H. Ross, Ohio State University
 Dean Elden T. Smith, Bowling Green University

Commission II Principles and Professional Ethics

Dean Wesley P. Lloyd, Chairman, Brigham Young University
 Dean Byron H. Atkinson, University of California, Los Angeles
 Dean W. W. Blaesser, University of Utah
 Dean Thomas L. Broadbent, University of California, Riverside
 Dean Maurel Hunkins, Ohio University
 Dean Howard V. Mathany, University of New Mexico
 Dean P. H. Ratterman, S.J., Xavier University
 Dean Lyle G. Reynolds, University of California, Santa Barbara
 Dean Weldon P. Shofstall, Arizona State University
 Dean Harold Stewart, Wayne University
 Dean Ralph A. Young, College of Wooster

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Commissions (Con'd.)

Commission III

Development and Training of Student Personnel Administrators

Dean O. D. Roberts, Chairman, Purdue University
Dean James G. Allen, Texas Technological College
Dean John E. Bingley, University of Michigan
Dean C. V. Brett, University of Texas
Dean William Brown, Illinois Institute of Technology
Dean Alexander Cameron, Lawrence College
Dean Kenneth Collier, Ball State College
Dean William G. Craig, Stanford University
Dean Thomas A. Emmet, University of Detroit
Dean Robert S. Hopkins, Jr., University of Massachusetts
Assistant Dean J. Donald Marsh, Wayne University
Dean Max R. Raines, Flint Junior College
Dean Frank Simes, Pennsylvania State University
Dean H. L. Snoke, University of Minnesota
Dean Hurford E. Stone, University of California, Berkeley
Dean William Yardley, Midwestern University
Dean Jack Yuthas, Texas Western College

Commission IV

Program and Practices Evaluation

Dean Clifford J. Craven, Chairman, University of Oklahoma
Dean Thomas L. Broadbent, University of California, Riverside
Dean James Carr, Florida State University
Dean William Denman, University of Oregon
Vice President James Lewis, University of Michigan
Dean Clarence Moiler, Chico State College
Lt. Col. Gabriel Ofiesh, Air Force Academy
Dean David Robinson, Baldwin-Wallace College
Dean L. C. Woodruff, University of Kansas

Commission V

Relations with Behavioral Sciences

Dean Glen T. Nygreen, Chairman, Kent State University
Dean A. J. Blackburn, Howard University
Dean Earle W. Clifford, University of Vermont
Dean David Harris, Ripon College
Dean John C. Hayward, Bucknell University
Dean Robert O. Long, Wittenberg College
Dean Lawrence Riggs, DePauw University
Dean Gary Schwartz, State Teachers College, Mankato, Minnesota
Dean Darold Shutt, University of Arizona
Dean Frank J. Simes, Pennsylvania State University
Dean Mark W. Smith, Denison University
Director John R. Weir, California Institute of Technology

CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Commissions (Con'd.)

Commission VII

Religious Activities

Dean James C. McLeod, Chairman, Northwestern University

Dean John P. Gwin, Beloit College

Dean Carl A. Kallgren, Colgate University

Dean Joseph F. Kauffman, Brandeis University

Dean Alfred J. Kilp, S.J., Loyola University of Los Angeles

Dean John W. Rawsthorne, The Principia

Commission VIII

Research Projects

Dean Robert H. Shaffer, Chairman, Indiana University

Dean John E. Hocutt, University of Delaware

Assistant Dean J. Leslie Rollins, Harvard Graduate School of Business

Administration

Dean John H. Stibbs, Tulane University

ORIENTATION MEETING
Thursday, June 25, 1959

The Orientation Meeting for New Deans, New Members, and Visitors, held in conjunction with the Forty-First Anniversary Conference of the National Association of Student Personnel Administrators, June 25-30, 1959, at the Harvard Graduate School of Business Administration, Boston, Massachusetts, convened at four o'clock, Dean Noble B. Hendrix, University of Miami, presiding.

CHAIRMAN HENDRIX: Gentlemen, we are delighted to see you here this afternoon. Jack Stibbs from Tulane University, is moving about to pass to any of you who missed your distinctive Green Ribbon, the mark of the freshman, which is conferred on you today by the Past Presidents of this Association. So he will look around and as it shows that you are lacking your Green Ribbon he will give it to you.

First let me say to you that many of us who are here, probably we have had the typical experiences that many of you have had. We either were up all night on a plane getting here, or we were driving here early, or we were coming in and we missed sleep and we missed this and that or the other. If we can, let us get beyond all of that and put our minds a little bit on the beginning of an Association which we trust will be not only of tremendous benefit to your institution, but we hope will be one of continuing growth in the spirit of comradeship which you find among your fellows in this organization who are working in the field in which you are working.

So we not only bid you welcome, but we want to know more about you and we want to know this immediately. I would like to begin with the boys on the back row over here, and ask you if you will not introduce yourself, tell us what your institution is, and tell us the nature of your work at that institution.

... Each of the "Freshmen Deans" arose, introduced himself and gave a brief statement on his responsibility ...

CHAIRMAN HENDRIX: Let me again say how happy we are to have you gentlemen with us. Many of your institutions have been long-time members. Have we missed anyone? I do not want to be in a position to have passed over any of the new "students" who have come to this organization. We do recognize that many of your institutions have been long-time members, that many of your predecessors from your institutions have been of tremendous value in the

time, the effort, and the leadership that they have given to us. Perhaps others of you, I say, have come from those who have held membership over considerable periods of time.

I believe we have passed through that part of the introduction. You have already met Jack Stibbs from Tulane University, a Past President of this organization.

I would like to introduce to you at this time Frank Baldwin, known to most of us as "Ted," from Cornell University. Will you please stand and take a bow, Ted, because you have not been on your feet. (He arose) And Arthur Kiendl of the University of Colorado.

Again we are having others come to us, and we are going to continue to make these introductions as long as it can possibly be done. May we start with the gentleman who came in and took the rear seat? [Further self-introductions] We are most delighted to have your gentlemen from a professional organization in a field that is very close to us, one whose importance I think we recognize more and more as the years go on.

Perhaps we can move into the business that was assigned to this panel. We trust that you will read with exceeding care the statement on the first page of your program, the Statement of Principles which has to do with this profession with which we are mutually engaged. I will not assault your ears with the reading of this, but this statement officially is the statement of NASPA with regard to its understanding of what a student personnel administrator is, in the few brief paragraphs that are listed here. To these we have given our allegiance, to these we believe you have; and the statement itself may well provoke additional thought on your part as you give it your attention.

Now, we do not make the assumption that you are new to student personnel work. We are quite aware that any of you gentlemen who have come to this meeting have been involved in the work, have your training, your experience, your background, and we are not primarily concerned with orienting you to student personnel work. On the other hand, it is possible that in our commitment to the profession we serve, that when we talk to you we will not be able to avoid giving you our own concepts and our own enthusiasms in this field.

Our job is to talk to you a little bit about NASPA and how your entry into this organization may be affected in the way that will bring you the best chance to have the benefits of the

services of the organization and will also give the best channel, opening and opportunity for this organization to draw on your experience and your ability in furthering the aims of its work.

I am going to ask one of our Past Presidents, Frank Baldwin, if he will talk a little bit about organization within NASPA. I would not say to you that organization is the most important thing that we should discuss this afternoon, but it may be that around the organization we can talk about some of the fundamental things that we believe are open to you in your new association with this organization. Ted, would you like to talk a little bit about that?

DEAN FRANK C. BALDWIN (Cornell University): As you probably realize, an organization the size of our organization has to do a lot of functioning on the side before we come into a regular yearly session. You have already received the minutes of the Secretary so you know what the size of the organization is as far as the membership is concerned. As you have already learned, the membership is an institutional membership, and as of July 1, according to the report here, there were 300 members, and there have been some approved since that time, and four have discontinued. So at the present time there are 315 institution members.

As you realize, these institutions are represented by men from the various colleges in the form of a Dean of Students, or a Vice President of Student Affairs, or Dean of Men.

At the back of the Proceedings, which follows up the meeting, there will be a list of all those who are present. It is always arranged alphabetically according to the people who are here, and likewise institutional-wise, so you can tell which institutions are represented by which men.

So as the organization functions, it obviously has to have a President, and I do not know whether you want to continue on with this discussion.

CHAIRMAN HENDRIX: Introduce him.

DEAN BALDWIN: It might be appropriate to know we have a President, and that the President of this organization is with us here today, and I think you ought to get acquainted with him before any of the others get a chance to take him off to one side. That is Dean Fred Turner, Dean of Students, at the University of Illinois. Fred, have you met these boys here?

PRESIDENT FRED H. TURNER (University of Illinois): I have met a lot of them out in the corridor, and those I have not met, I hope I will meet before we get away. Glad to see you all.

DEAN BALDWIN: I might go on and tell you a little more about Fred Turner, but I think many of you already know that Fred is the one who has really kept this organization growing, with a great deal of assistance that he has been able to get, and gladly given by those of us who have worked with him over all these years. You will hear a little more about him. At any rate, he has been responsible for many of the ideas that have come forth in the organization.

With him also, sitting beside him, is a fellow we call "Shorty" Nowotny. Shorty is the man who has charge of the Placement here, as many of you have already had communication with him. Shorty Nowotny, of the University of Texas. [He arose]

Those are two of the men you will get to know, I am sure, during the conference here, the President and the Placement Officer.

Obviously, I cannot go into all the detail as to how the elections come along, etc., but there is a Nominating Committee, as usual, and that is made up of a group you will find in your catalog, at the back of the program, page 10. This is the Committee on Nominations and Place. You will see them all listed down there. They are made up of Past Presidents in attendance, plus three members made up by the Association and the senior Past President serves as the Chairman of this Committee. This year, of course, Shorty is acting. These are the men who form the Committee on Nominations and Place.

Obviously you will also know that in order to get this thing rolling each year you have to know about two or three years in advance, because when you have conferences you have to be able to settle these things a few years in advance. This is done by this Committee on Nominations and Place. They also set up the organization that keeps this group going. At the present time we have a President-Elect who will be with us here at the Conference and you will get a chance to know him. What this Committee now will appoint will be a President-Elect for the following year.

The committee structure is set up, as you probably realize as you look at this page 10 and 11 of the various committees -- Scholarship, Financial Aid, Employment, Loans, Residential Halls, and Committee to Cooperate with Other Organizations--

these committees are made up of a Chairman with a number of four or five members who are assisting them from various sections of the country. As you probably realize, one of the things they do in the organization is to try to get representation throughout the country, from small institutions, large institutions, and so on down the line, co-educational institutions, and so forth. So it is quite a job to have the proper representation here in the organization, but this the masterful mind of those who have been at this game for a long time. They are always ready for suggestions from you as to what you have to say about it.

You will find, in addition to the committees, there are certain commissions. These commissions are listed on pages 12 and 13 of your catalog. These are really permanent committees, so to speak, and they are carrying on studies from one year to the next and there is some turnover amongst them, but quite often the basic membership is the same and those who are particularly interested in certain groups will have a chance to make some correction. You will see in the back there that these Commissions are listed according to Professional Relationships, the Principles and Professional Ethics, Development and Training of Student Personnel Administrators -- you will hear more about that. They report all of their activities at one of the final meetings, or at least they summarize their activities, and this is another thing that is published in the Proceedings. So if you do not have a chance to hear it all while you are in the meeting, you have a chance to read them over afterward. These are the Commissions that do a job from one year to the next in the way of research or cooperation with other organizations, and this will give you some idea of how the organization itself operates during the year between our various meetings.

Those are a few simple comments of what the organization does, and it may be that some of you have already some questions on this, and we have some experts here available to answer some specific questions if there are any particular topics you want to know about. With that I think it is time for a little discussion.

CHAIRMAN HENDRIX: In the past few years it has seemed to me that perhaps the most significant contribution being made by any of these committees or commissions has been in the field of training and development of student personnel administrators. I believe it would be good to hear from Jack Stibbs a little bit. He was President while part of this work got under way, and had a part in it during his administration and subsequently. Jack, would you tell these people just a little about what has been happening in the field through NASPA?

DEAN JOHN H. STIBBS (Tulane University): As Ted said, there are many activities in our association other than just the annual meetings. It does seem altogether appropriate to say a word about the work of Commission III as a kind of example of the sort of thing that is done by the Commissions through the year, particularly since we are meeting this year at the Harvard Business School, and this was where a number of rather significant programs in in-service training were held.

Commission III was set up a number of years ago, I suppose about eight or ten years ago, and there was a good deal of speculation of what the responsibility of our Association was in respect to improving the professional character of our members.

As you well know, a lot of us are broken-down football coaches and discarded faculty members, etc., and we come into this Association through the backdoor, and really many of us come into our position without much understanding of the broad administrative responsibilities that are there to education.

We all know that the student personnel work has developed tremendously since the days when it just looked after a few mean characters about the campus and looked after the fraternities. With all the student union buildings and resident hall programs and seventeen different kinds of counseling, there is a pretty big administrative job to be done.

So we speculated in many ways about what we ought to do. Some people thought we ought to get some foundation support and establish some internship whereby the younger men could go out and go to two or three places where they had representatives for different programs as understudies.

Another plan -- and this was the one that was developed, and was developed merely for the reason that we got financial support for it -- was to attempt to apply the case method, as used at Harvard University in the Law School and here at the Harvard Business School, to our student personnel problems. We started out, got some financial support from the Ford Motor Company and the Harvard Business School, and it was in about February of 1954 that we brought fifty representative people working in student personnel here to the school, worked in these very classrooms, and prepared cases.

A year was spent preparing appropriate cases, and then these fifty people were selected. Some were Deans of Students, Assistant Deans of Men, Advisers, and a good cross-section of the

organization. We spent a week here and we thought very, very profitably, as I say, attempting to apply the case method to our student personnel work.

Of course, this is of interest on this occasion because considerable of the work of this Conference will be done with this case method, as we used it, and as used at the Harvard Business School.

Following this, we had a second session of another fifty student personnel officers, a year and a half later, in the summer of 1955, and then we got the support of the Carnegie Foundation and they agreed to set up, I think it was called an Institute for Administration, or something like that, here at the Business School. The main business of this Institute was to set up regional meetings as follow-up meetings upon the first two seminars here at the Business School.

So these regional seminars were set up, particularly to engage the interest and work with the younger people in student personnel throughout the country. These meetings went on. There were half a dozen of them, and they went out until very, very recently, when the grant from the Carnegie Foundation was concluded.

In the course of the work of, let us say, four years, many, many of the members of the Association were able to participate in one kind of an in-service training program. I hope very much that the Association will endeavor to go into some other and different kind of in-service training program for the members of this Association, particularly the younger men, because I think this is one way in which we can sell work, work, work well, and put the Association to good use.

I think that is about it, as I see it.

CHAIRMAN HENDRIX: All right. I am going to go to the other members of this panel without any assignment and ask them if they will make a brief statement to the Freshmen members who have come to us in this meeting. Jim Foy, the Director of Student Activities at Alabama Polytechnic Institute at Auburn.

DIRECTOR JAMES E. FOY (Director of Student Affairs, Alabama Polytechnic Institute): Looking around, I see some people whom I have known for a long time. You said these were new Deans. But I found they are not all new Deans; some of them have been used. (Laughter)

I hope that we will not lose our sense of humor entirely in conferences of this kind, and you will perhaps permit me to say, seeing some old members around, I thought my remarks would go to new members, so I am a little abashed. Something like the colored preacher in our town who came up north on vacation, but he was not only not discreet, but indiscreet, and when he got back, he went to preach his sermon, and he saw some people he had seen up in the north. He looked them in the eye and said, "Brothers and Sisters, I am changing my text. If you see me and know me, don't say anything, and I'll see you later." (Laughter)

Seriously, my connection with old NADAM and NASPA began about eighteen or nineteen years ago. My first national meeting was Cincinnati in 1941. I think there are several things that new members -- all members -- get from these national meetings:

One of the things that we learn, and I think it is as important, are the people we meet. So I think some of your most valuable experiences will be singling out people whom you would like to get to know better, doing the same kind of work you do, talk with them and get the angle they use in approaching their problems and their philosophy in meeting student and faculty problems. It would be an invaluable experience to you to talk to other people, and older people, people with more experience in the jobs, to talk with them over coffee or mealtime, or before breakfast, if that is your habit, or after things quiet down at night. The formal meetings are valuable, true, but also the informal conferences that take place in the corridors and in the rooms late at night and in the morning will be an invaluable experience to you.

So use the tongue to a great extent. Know people, learn people, and find out how they meet the problems you have. So I think the experience, Noble, is one of formal experience, but the other is informal experience. Contacts become more formal and more infrequent when we become larger. So pick somebody out whom you think knows something you want to know. Find out what it is.

CHAIRMAN HENDRIX: Arthur, I think you might have some words for these newest of our members.

DEAN ARTHUR H. KIENDL (Dean of Students, University of Colorado): I particularly take pleasure in greeting you members today, because one of you is my new Dean of Men, "Hap" Angelo over here. So, Hap, I am going to say to you what I say to all the rest of you who are starting out as Deans of Men and Deans of

Students. The finest accolade I ever heard paid to a Dean of Students was the one the Chicago Maroon paid to Bob Strozier, now President of Florida State University, when Bob resigned as Dean of Students. It was said of him, "He served with distinction, where to survive is an honor." (Laughter)

Gentlemen, having just completed my first year of Dean of Students at a State University, I would tell you all, if you can just survive, the honor will come by itself.

I am going to talk about the future for a minute. We have been talking about the history of this organization, and I do not know who it was said that we have all got to hang together, but in this business we certainly do. It is the only time of the year that I can sit with my back to somebody and not worry about who is behind it. (Laughter)

In the future, gentlemen, more and more we are going to get farther and farther away from the student who makes up American colleges and universities. I found this in the huge state University for which I work, and my President has told me that next year he does not want me to see students, that there is too much staff work to be done, too much organizing to be done, too much busy work to be done, too much placating of faculty to be done, too much work with foundations to be done, too many wealthy widows to see, and the type of things that Deans of Students would always like to get rid of; but these things are becoming more and more important in our work, and it seems to me that the individual student who started out with a personal relationship between student and teacher is becoming a thing of the past. The faculties are busy with their research, and they are busy with their foundations, and they are busy with worrying about faculty salaries -- and I said this to a lot of my colleagues, Jack, so I am not talking out of school -- and our administrations are doing the same thing.

We had three suicides on our campus this year, and one murder, and maybe I could have done something about it if I had not been such a busy administrator. I do not know. But to all of you, I hope that you will keep your eye on the students, as this organization is dedicated to do. Once a year we get together and reaffirm this, don't we, gentlemen? And then we go back and before I know it I am right back there in the President's office and he says, "You have got to take care of this project," and I look through the project and there is not a student there.

Maybe when it was said Bob Strozier served with distinction, it is because it is true. Maybe even a few students

get to see him now that he is President. I hope you get to know all of these men. It is a great organization.

CHAIRMAN HENDRIX: I am obliged to you for that statement. It would be too bad for any meeting of NASPA, however segmented the program might be, without something of that thought and feeling getting into it, for if we are anything, and if we have any foundation, it runs back to what you were talking about.

We have had some new people come in, and we have been asking each of our friends who comes into this meeting to introduce themselves in order that we may know them. [Further self-introductions]

Again, let me repeat words of welcome to those of you who have come, and it is especially good to see a young lady in this group. We have not had the tedium of a meeting broken before by the presence of so charming a member, and we are delighted to welcome you.

Now if you will permit the Chairman to do this, I would like to see if you have specific questions that you would like to propound to members of this panel. I would like to close those questions off just about six or seven minutes to five. Are there questions? We cannot solve all your problems of student personnel work and the responsibilities which have been laid on your unwilling shoulders on your institution. We are not proposing to do that.

We would direct your minds, if you will let us, to your association with NASPA which has been an agency and an engine of force in our professional lives. And for you, we hope and we anticipate that this institution, NASPA, will have for you the sort of enlivening experience in a whole setting of comradeship that we have enjoyed in past years, and look forward to this meeting as we come to it. So we would direct your thinking to NASPA and you and your work. If there are questions about this organization that interest you, let us have those questions. I could not answer many of them, but we have men here who can answer.

DEAN ARNO NOWOTNY: I have an announcement. The Placement office is in Chase Hall, 14D, and will be open from five to six every day. Another announcement is a thing that no one has hinted at. There is a National Committee on Placement and Selection of Time and Place. It will be in Columbus, Ohio, Ohio State in 1960, Colorado Springs in 1961, and in 1962 in Philadelphia.

But we would like to have an invitation from schools for 1963, so do not be timid. We hope you will invite us. If you have any suggestions about officers, we hope this committee is democratic. We would covet your advice on selection of Time and Place for 1963, and then officers.

CHAIRMAN HENDRIX: Thank you very much, Shorty.

Are there questions from these new people? We are not open for questions from the older members. They are supposed to know better. No questions. Well, isn't that nice. You gentlemen did such a thorough job of covering this material that our friends who have come to us for the first time have no questions to propound. I think that is good.

If you feel you have been helped to have some insight into this organization, and if you feel that something has been done to help you make your own personal connection with it, then may I take a little time with you.

I used, each Sunday, to go to church, both to Sunday School and to church. My father was a Methodist minister and it would not have looked right for his own children not to be there, but I think I got a great deal more than simply a family feeling of loyalty to attend. If you will permit me, I will attempt to preach, by reminiscence.

I came out of high school work into the work that you and I are engaged in today in one phase or another. I have watched the nomenclature develop in this field, and the variety of titles, and I grin to myself when someone begins to talk about these titles because it is necessary to differentiate between the various jobs that are involved, alright. But basically there is a feeling, in my heart at least, that if you are in this business at all you must have some fundamental concept, some of which were indicated by our friend Arthur over here, or were alluded to, and that these underly the whole field.

These basic considerations, attituded on your part, convictions, as well as common principles, have been established through scientific inquiry and scholarly research. Now then, when I think about my coming out of public school work into the college field, I remember the early meetings which I was fortunate enough to attend. I remember first that I made friends, and I made friends with people whose standing in this business I respected, not because they were Dean of Students or Dean of Men, or Director of Activities, or what have you, at some big university or institution, but because there was

in that person and what I knew about him, something that convinced me that he could deliver on this job, that there was a little uneasiness, and a good deal of uneasiness in my viscera about whether I could deliver on. And this meeting of these people, and this talking with them -- part of the joshing not about the business, but part of it always about the business -- was a tremendous help to me in those days when I first came into the college side of this business.

I would hope that each one of you will make these friendships. I remember some of the great names of an older day which may not be very meaningful to you, but I remember people like Scott Goodnight, and how good it was to know Scott Goodnight, and if you never heard him make a speech, it did not make much difference, but if you talked to him alone -- and I remember groups of men in the business who were facing the same problems that I had, and interestingly enough, out of our common frustration about the matter of being unable to solve those problems and the discussion that came, came the little ideas that led to little things that did solve part of them, that helped some student, whether we could save the whole group that was involved or not.

I would covet from you these friendships and these informal discussions, out of which comes the sense of comradeship, but out of which also comes many of the practical solutions; whether the other fellow gives them to you or not, they come to you while you are all talking about your mutual problems.

I would hope that NASPA never got to be a completely theoretical outfit. I would hope that the most practical and most common garden variety of the problems that hit us, did get discussed around, whether they were on the program or not, but that they did get discussed in groups of people who did not feel like they were at a meeting but they were friends who mutually were driving and working at things that could not be solved, but about which something ought to be done.

This Association did do those things for me. And for you, I hope you will have the same experience. It is true that we have become larger. It is true that it is hard for a National organization of this size, covering a field of this importance, to avoid getting to be completely impersonal, with a program of such variety on the matter that you really have to sit down and study page by page, and allocate minute by minute what you are going to do. I hope we can retain some simplicity. I believe if we do not do this, you men will have the same difficulty

that I would have had if we had been so complex an organization in those earlier days.

I trust that these programs will never attempt to cover the whole field but will be hitting at specific things that can be dealt with by you. If out of the discussions here there comes the further satisfaction to your mind and spirit that this organization then, without telling you what to do and how it should be done, should have the means of stimulating and developing and pushing your own thinking and your own feeling and your own sense of the practical means of working on a college campus, to where what you do becomes more and more what in our sentimental moments we think of as the role of student personnel work on college campuses.

I think all of the gentlemen here would ask me to say to you, God bless you as Freshmen, and next year you help someone else get started in this organization.

If you do not find yourself meeting people, will you kindly get some of these people whom you recognize as having been in this organization at least a year or two, and we will be glad to be of help to see that you do get to meet a group and get in with a group in a warm and personal way, to the best of our ability. Good luck. (Applause)

... The Orientation Meeting adjourned at four-fifty o'clock ...

THURSDAY EVENING SESSION

June 25, 1959

The opening session of the 41st Anniversary Conference of the National Association of Student Personnel Administrators held June 25-30, 1959, at the Harvard Graduate School of Business Administration, Boston, Massachusetts, convened at seven thirty o'clock, Dean John E. Hocutt, University of Delaware, presiding.

CHAIRMAN HOCUTT: I will ask Dean Arno Nowotny of the University of Texas, to give the invocation.

DEAN ARNO NOWOTNY (University of Texas): Our Father, we are grateful for the opportunity of meeting on this campus on this, the 41st Anniversary Conference. As we look back, we acknowledge the debt we owe to our founders -- Thomas Arckle Clark, Scott Goodnight, Stanley Coulter, and others. As we look forward, we would ask Thee to strengthen us so that we may cut the darkness of ignorance and the shadows of prejudice.

As we direct, advise, and counsel the youth of America, may we always seek the Everlasting Counselor and Eternal Companion, who is dynamic, omnipotent, and mysterious, so that our youth may become better citizens of our land and better children in Thy Kingdom. Amen.

CHAIRMAN HOCUTT: It is a real privilege to call to order this opening session of the 41st Anniversary Conference of NASPA. We are delighted indeed to have this opportunity to meet here on the Harvard Business School campus. This meeting really represents the culmination of almost ten years of planning. Those of you who attended NASPA meetings over the years will recall that Dean J. Leslie Rollins of the Harvard Business School, many years ago, pre-thought an idea which was put into pretty specific terms on the occasion of the Colorado Springs meeting, which resulted in a seminar in administration held here on the Harvard Business School campus in January, 1954.

That seminar was followed by a series of seminars, a so-called national seminar, held here in 1956, and then four regional seminars held about the country. Now we have returned to the Harvard Business School campus for this 41st Anniversary Conference. I think that it is a combination of the meeting place and the program which perhaps accounts for the fact that we have the largest attendance at this meeting of any meeting in the

history of this Association. I do not have the final count. There are still people registering and will be tomorrow, but the count is now about 475, including possibly one hundred wives, whom we are delighted to have with us, and about fifty sons and daughters.

The student personnel administrators here come from institutions which in the aggregate have an undergraduate enrollment in excess of one million students.

I would like to issue a particular welcome to the wearers of the Green Ribbons, those of you who are attending your first NASPA conference. I cannot mention all of you by name, but there are three particularly I would like to mention because of the distance and location of your schools. I refer to Dean Ducharme -- and I cannot roll the "r" as he told me it should be done -- from the University of Ottawa; Dean Garcia-Bottari of the University of Puerto Rico; and Dean Edward Voldseth of the University of Alaska.

Having mentioned the 49th State, I would have to call attention to the fact that if he has not already arrived, we expect Dean Bitner of the University of Hawaii, who has previously attended one or two NASPA meetings, and has returned this year after an absence of several years.

We are delighted to have all of the new people with us.

Our host, and the person who very graciously some two or three years ago wrote extending an invitation to this Association to meet at the Harvard Business School, is Dean Stanley F. Teele of the Harvard Business School. I am not sure Dean Teele knew exactly what he was getting himself in for at that time but his invitation was most gracious and we were delighted to accept it. Dean Teele is a graduate of Amherst College and Harvard University, and he has degrees from the University of Pennsylvania, the University of Western Ontario and LaSalle University.

He has held numerous positions here at the Business School: Assistant, Associate and Professor of Business Administration; Associate Dean; and Dean of the Faculty of Business Administration; and George Fisher Baker Professor of Administration since 1955. He has numerous business connections, director of several corporations, has a long record of service in government. He is quite active in a number of civic and educational activities. He is the author of various books and articles. It is my pleasure to introduce Dean Teele, who is going to say a few words of welcome. I would explain that

following his remarks Dean Teele must leave to catch a plane for a commitment that was made a long time ago, and he has very graciously made his arrangements so he could be here to welcome this NASPA group. We are pleased that he would so arrange his schedule so that he could be here on this occasion. Dean Teele. (Applause)

DEAN STANLEY F. TEELE (Graduate School of Business Administration, Harvard University): Mr. Chairman, Ladies and Gentlemen: There are two reasons in particular why I would like to extend an especially warm welcome to this group.

In the first place, the institutions which you represent are the sources of supply for almost all our students. (Laughter) As you know, perhaps with the exception of the men who come from foreign countries, our student body in this Graduate School is drawn very widely throughout the United States. I happened to be looking at the composition of the class which has been admitted to the school for next fall, and I noted with much interest there were represented in it some 660 men, somewhat more than 200 colleges and universities, and that those which supplied the largest number of students still supplied a relatively small proportion of the total.

Harvard College, of course, is our largest single source, but it supplies only twelve per cent of our students, and the top five together -- Harvard, Yale, Princeton, MIT, and Stanford -- bring only slightly more than thirty per cent. So it is widely spread indeed, and we are very grateful, we are very interested in the sources of supply for our student body.

In the second place, as your Chairman said, some ten years ago associates of mine, beginning with Les Rollins, began to work very actively with this organization. I have heard and thought about, from time to time, the seminars which have taken place, so that in a very real sense, to me, this might appropriately be described not as a welcome, but as a welcome home.

I planned this evening to speak very briefly about two aspects of the School which relate to the key word in the title of your organization -- the word "student." Because of a comment or two and a question or two, I think perhaps before I do that, I might say just a little bit about this physical plant (this land and these buildings) because it might perhaps enhance, at least for those of you who are here for the first time, the pleasure of your all too brief stay.

The Charles River, which divides Boston from Cambridge, was originally a tidal stream, with the tide rising and falling as far as Watertown. This great tract of land in the curve of the river on the Boston side was a salt water marsh. In the 1890s it was purchased by Major Higgins, a leading Boston financier, and presented to Harvard to be the location for the new buildings which would be required when MIT merged with Harvard. (Laughter)

As many of you will recall, the question of the merger of MIT and Harvard was a question raised repeatedly, five times seriously as a matter of fact, until 1916 when it was finally resolved with the construction of the present MIT buildings in their present Cambridge location.

Having failed to merge the two institutions in the 1890 try, Harvard utilized part of this great tract of land, which had been named by Major Higgins "Soldier's Field," in honor of his comrades in the Civil War, to construct in the early 1900s the Harvard Stadium, and left this part of the tract relatively unused.

At the same time the construction of control dams at the mouth of the River made the Charles no longer tidal, and somewhat improved the characteristics of this land. I say "somewhat." The Business School was established in 1908, and as is the usual fate of new schools in old institutions, it utilized whatever attics, cellars and unused storage rooms no one else thought worth using, until the middle twenties when an effort was made to use the fund for the construction of a plant, and this was -- as many of you have had experience with educational money raising -- the educational money raiser's dream, because having decided that a campaign for five million dollars was in order, and having made the usual beginning on it, and having selected Mr. George Fisher Baker as a candidate for a million dollars, and having approached him and having months pass without a response, there was suddenly the experience of receiving a letter which said in effect, "I will not give you the million dollars, but if Harvard is willing I would be glad to give it five million dollars." This happens rarely, but educational fund raisers dream about it often.

This was done and the plant was built as a unit, planned as a unit, built as a unit with the exception of two major buildings, the classroom building Aldrich Hall, and Kresge, where you had dinner this evening. These were constructed by gifts secured by my predecessor in the early fifties.

One small episode I think is of some significance there. The two buildings cost the same five million dollars, and Mr.

Rockefeller who was the donor of the money to build and endow Aldrich Hall, standing on the steps of this library, looked around and said, somewhat wistfully, "Um, Mr. Baker got a lot more for his money than I got for mine," (Laughter) which is a very clear indication of the inflation between the two dates.

The two points about the students at the school, to which I would like to refer, are these -- obvious, but perhaps I might elaborate a little bit.

The first point is that this is a graduate, professional school; and secondly, it derives its student body from a great range and kind of undergraduate institutions. It has not established particular requirements in the way of subject matter for admission.

As many of you do, I enjoy thinking about human development in terms of long continuity. So perhaps the rest of you will forgive me if I take a short look at some very long time history. You will recall that at the end of the 18th century in England there was a period of very great disturbance. There was the end of a century of tremendous material progress of a genuine breaking of the cake of custom, to use Toynbee's phrase, and the first part of the 17th century saw a tremendous unrest. By the middle of the century, you will recall, it was to take the form of one of the bloodiest civil wars in history.

Much of this unrest centered in the eastern countries; indeed many of Cromwell's "Iron Brigades" were recruited in those eastern countries. But these same people, a generation before the Civil War, the British Civil War, spawned some migrations which were very unusual, indeed. In particular, I refer to the migration which settled Boston, because it differed from the earlier migration in Plymouth. Indeed, I think it differed from any migration that ever occurred before or since. It was made up of a group with completely common ideas, derived from a very small geographical area, with a single intellectual source of inspiration.

The first 5,000 people who settled Boston all came from the eastern countries, mostly from around old Boston, and they included 125 graduates of Cambridge, none from Oxford. It was a group with almost an united view. Incidentally, I think it was a matter of some interest that it was 250 years before the percentage of graduates from the state of Massachusetts reached the level of the first year. (Laughter)

So these people, almost immediately after their

arrival very practically -- they were essentially middle class. They were not poverty stricken peasants -- decided to establish a professional school. And do not mistake it for a movement. This institution was established as a professional school for the purpose very clearly and explicitly stated over the main gate, "to train ministers for the newly established community. So we began with a perfectly clear emphasis on professional education.

The Medical School followed in the 1780s; the Law School in the middle of the 19th century, and in 1908 it was very clear that work in business should follow a broad education and be at the graduate level, and be at the professional level.

If I may, I would like to take just a moment to read a few sentences from a book describing the first fifty years of this institution. These are sentences from a letter which I would say was the basic charter of the institution, in this respect, written by, then professor Lowell, almost immediately thereafter, President Lowell. He is replying to an inquiry from Professor Taussig (this is in 1906) whether or not the plan which had been discussed since the 1890s, was the establishment of an institution concerned with business. These are the sentences which I would consider fundamental. In essence, they have been followed throughout the history of the school. Lowell writes:

"Therefore, if it is worthwhile to try the experiment at all -- this instruction in business -- it is worthwhile to try it under the best conditions for permanent success. The more I think of it, the more I am convinced that to do that we must have not a department of the graduate school or the college, but a separate professional school with a separate faculty, whose object would be purely to train men for their career, as the law and medical schools do. We must take men without regard to what they have studied in college, and we must teach them business, not political economy. No doubt you will say that business is a part of political economy. So law is a part of jurisprudence, but the law school teaches that part alone without requiring any knowledge of the rese. Could we create a school to teach branches of business on such a base? If we could, I think we might make a great success and mark an era for education in business."

This highly perceptive letter had in it, as you see, the three major elements which still persist in the school. That is to say, it is a school aimed at the preparation of business men, the professionals, if you will. It is at the graduate level, requiring preparation at the collegiate level, and it does not have specific undergraduate requirements.

So far as I can see, these characteristics will continue to mark the school, and it seems to me that these characteristics make it very clear that we shall continue to require the understanding, the friendship of a great many other educational institutions.

So I repeat that with which I began: We are truly happy to have you here because we are anxious that you should know as much as you possibly can in so short a time about this institution, and look upon it favorably. We are happy indeed to have you with us. If you can just bring with you improved weather we will be completely pleased with you. (Applause)

CHAIRMAN HOCUTT: We appreciate very much Dean Teele's welcome and the interesting background he has given us about the Harvard Business School. When Dean Teele wrote, two to three years ago, inviting this Association to meet at the Harvard Business School, he put members of his staff to work in assisting NASPA in arranging this Conference.

We, on this occasion, particularly want to thank the Harvard Business School NASPA Conference Committee, Chaffee E. Hall, Jr., Assistant Dean and Director of Admissions and Student Personnel, who served as Chairman of that committee; Vernon R. Alden, Associate Dean of the Faculty; J. Leslie Rollins, Assistant Dean, Thomas J. Raymond, Associate Professor, who served as Conference Educational Adviser and who will be speaking to you a little later in this program in regard to the Seminars on Friday and Saturday; and Miss Nancy Peterson, Assistant, Student Personnel Office; Mrs. Ruth Fritz, Secretary to Dean Rollins; and there are others here at the Business School who have done a great deal in helping to plan this Conference, and who will continue to help us over the next few days. To those people, and particularly the twelve members of the staff who are serving as instructors in the seminars, we are most grateful.

In my brief remarks prior to introducing Dean Teele, I indicated that I thought it was a combination of the meeting place and the program which accounts for the fact that we have the largest registration for this 41st Anniversary Conference that we have had in the history of the Association. It was some of my friends who indicated an error which I made in the bulletin sent out about a month ago may really have had a lot to do with the enlarged attendance. (Laughter) As my secretary commented, "My, what a difference one letter makes." (Laughter) I tried to pass this error off nicely by pointing out that it was made purposely to see how many of you really read what you get, and I

also attempted to pretend this error was made purposely in order to interest more of you to come to this meeting.

The error I refer to was an error in the program notes at the end of what has been referred to as the "yellow Conference Bulletin," which said that there would be several "seminal" sessions for the wives. (Laughter)

I received a letter from George Davis, former Dean of Men at Purdue, and now Director of the Division of Adult Education at Purdue, who wrote as follows: "I got into my hands a copy of the program of the 41st NASPA Anniversary Conference to be held at the Harvard Business School. On page 7, under "Program Notes," item 1, second line, includes mention of plans that to say the least are unusual." (Laughter) "I know that Harvard is not hide-bound -- witness the cocktail hours, etc. -- but I did not think they had taken off all restrictions. I am assuming that this is a result of your excellent planning, and the end to which you will go to please guests is almost unbelievable." (Laughter) "If there is a report of the meeting, I hope you will give a glowing report on all items and then send me a copy of it."

I had another communication from a Dean, and I perhaps better not identify him, who wrote that he would not dare bring his wife. He said, "I already have three children under six." (Laughter)

And one of my good friends from a Catholic institution wrote and said, "You know we have taken all kinds of vows, but maybe you can work me in anyway." (Laughter and applause)

My friend Marion Huit from Iowa State University sent me a clipping from the newspaper, a brief United Press item, with a dateline "Amsterdam, Holland," saying "Some 1,000 physicians and scientists from all over the world Monday opened the third World Conference on Sterility and Fertility. Delegates attended from 47 nations," etc. He wrote, "Is there any chance of sending me as a delegate?" (Laughter)

Well the error really was an error, and if it brought any additional people to this meeting, I am very happy. (Laughter)

I would like now to present Dean Wesley P. Lloyd, of Brigham Young University, a former President of this Association, who will introduce President Turner. Dean Lloyd. (Applause)

DEAN WESLEY P. LLOYD (Brigham Young University, Provo, Utah): Chairman Hocutt, Ladies and Gentlemen: It is progress

when we can start by saying "Ladies and Gentlemen." A certain number of years ago, the presentation would have been just a bit different.

I note from the program that Fred has chosen as the title for his Presidential Address, "A Few Informal Comments in Regard to the Association." How would you like to have worked for about six months on an introductory speech for a Presidential Address, and then find it is going to be "informal comments." (Laughter) But I was delighted when I read that because it sounded so much like Fred Turner. Fred has been loaded with informal comments since I first met him in 1937, and the informality has given spirit to them and has given substance to them.

To introduce Fred to the majority of this group would be but a meaningless and empty gesture. But it would be most inappropriate if we did not say something about him for the benefit of these who are new among us; and the things that should be said about Fred Turner to the new people cannot be said in the brilliance of one sentence or in the brilliance of one minute. So if you will relax, we will go on through the night with the introduction, and if Fred gets time for his informal comments, we will all be very fortunate. (Laughter)

I turn of course to get away out of my way at first the mechanical information listed in "Who's Who," from which I learned that Fred was born -- some time ago. He received his Doctorate at the University of Illinois in 1931, and went through this interesting gamut of Assistant Dean of Students at Illinois, Acting Dean, Dean of Men, and in '43, Dean of Students. I am going to pass the material on the medals he has received, the National professional organizations he has served as member, the contributions he has made in articles, in magazines and periodicals, and turn to what we know of him here in the family.

For Fred knows this organization, its history, its purposes and its progress like no one else among us at this Conference. For NADAM got into his blood, completely into the blood stream, when he was a very young man. It must have been several weeks ago, because he is still young. And now his blood, and also into the stream of his wife's Betty's blood, we feel that they are loaded with NASPA, and it has been a delightful thing to have Betty at Fred's side, and associating with us in these Conferences through the years. It has helped Fred, and it has helped us. It has been a real pleasure to see them teamed together.

I know in a very personal way the things that Fred can do informally, and in a genuine, friendly way. It was back in

1937 as a brand new Dean of Men that I met Fred at the first Convention that I attended at Madison, Wisconsin, and there he and Scott Goodnight, and others -- but I remember Fred especially well, and those who are here with the Green Ribbons tonight, if you feel just a little bit shy and strange, do not forget that there was a time when all the rest felt the same way.

The miracle of NASPA and the miracle of the older NADAM is the miracle of men like Fred Turner, who turned the mechanics of organization into the flesh and blood of human relations and made the newer ones feel that we belonged. It was not just the mechanics of a "hello," it was reaching out in that genuine way to let us know that he was glad we were there.

I doubt, as a member of the nominating committee, that we could have nominated Fred appropriately for the Presidency any time before last year, for working through twenty-one years as secretary-treasurer of this organization, he had found a place in it that was so substantial that we just did not feel appropriately that we could have nominated him. But in the general turn of affairs, when it seemed advisable in our growth to have someone following the program alone, it made it possible for us to confer the highest electoral honor that this organization can bestow upon one of its members, and it was a fine thing that we had Fred Turner to turn to at that time.

The spirit of informality and genuine friendship that he has and that many like him have had, has constituted the life and blood of this Association. Now, although Fred may think he is going to give informal comments, you and I who know something of what he has been to this Association, will listen as though we did not think they were going to be just informal comments, because they are going to mean more than that to us. And so, Folks of the Family, I give you Fred Turner, Forty-first President of NASPA. (Prolonged applause)

PRESIDENT FRED H. TURNER (President's Address): Wes, Members of the Association: How is that one that "once a friend--" Mrs. Turner and I went to breakfast this morning in the dining room. I think we were two of four NASPA members there; and there were some accountants (part of the Accountants' Seminar) sitting at another table. One seemed to be dominating the conversation considerably. He talked to the other members, and finally someone said, "What is this NASPA group?" The other one said, "I don't know." Another one said, "I think it is a Dean of Men." The other one said, "A crowd of administrators." And the third one said, "You don't need to be so disparaging about it. They make a lot more money than we do."

I think that was the introduction of the accountants to our group.

I chose this topic because I want to say some things to you, but I am afraid I will be a little long and I will try to buzz along and get them off my chest. This is a paper. I would much rather do it informally, but perhaps this will speed things up.

A FEW INFORMAL COMMENTS IN REGARD TO THE ASSOCIATION THE PRESIDENT'S ADDRESS

Three weeks after the 40th Anniversary Conference of the Association at French Lick, Indiana, in 1958, as your new President, I sent a long and serious communication to all of the members. You may recall that I expressed concern over the criticism reported by 1958 President Donald DuShane that the Association had retreated into a position of isolationism, and had failed to accept the challenge of leadership which the Association was easily capable of accepting. I indicated further that there had been expressions of discontentment from some of the members, that the Association was too much the work of a few people, that it refused to face issues squarely, and that it was not doing for its members all that it might.

A number of questions were raised as to the future of the Association, and I urged the members to give me their reactions to the questions, and to comment on any other matters which they had on their minds and hearts as to our plans for the future. For the purpose of refreshing your memories, I will list some of the questions which were raised in my communication of May 7, 1958: What should we do? What should we be? Should we re-examine our aims and objectives, and determine if they fit today's needs? Should we reduce our membership, limit it, eliminate all but top administrators from conference participation and activity, or should we try to grow, with an aggressive program to increase membership? Should we raise our dues, increase the budget, consider paid executives, even establish a central office, and add to our activities, or go on about as we have with emphasis on morale rather than on size and publicity? Have we failed to provide leadership and is it time to try to assume top leadership in the field? Is it time to drop the institutional membership, go to individual memberships, include members from junior colleges and new types of institutions, provide for an associate type of membership, and try to bring in more women Deans of Students? If what we have is good, how can we make the benefits available to more institutions without losing some of the qualities of fellowship which we have valued through the years?

The responses to this letter have been coming in ever since. A reasonable number have answered but very few commented on all of the questions. You were inclined to be selective; some answered only one or two, while others answered many. There was no sharp distinction in the replies from what we might consider veteran members contrasted with newer members, and old and new agreed, or disagreed, on most points. It is useless to try to report statistics on the replies, so I will simply give you the general trends of responses and the opinions which they seemed to express.

Most who commented on the size of the Association favored no limit on memberships, no attempt to become an exclusive group, preferred slow, solid growth, but felt we should continue to grow; smaller numbers mentioned their preferences for increased membership, try to include all institutions, remain small, make aggressive attempt at expansion, preferred the smaller association, and stressed their belief that we should seek quality rather than quantity.

The greatest numbers who commented on memberships desired to retain the present four year degrees granting and recognition by regional accrediting agency, also the institutional membership. A number felt that women should be encouraged, while a few objected to this. A fair number favored some type of associate membership, and an equal number did not. Several thought we should do something for the Junior colleges, but did not specify. Some suggested a program of both institutional and individual memberships; one believed that the membership be limited to the top personnel man from each institution.

There were numerous comments on the character of the Association with the most frequent expressing appreciation for its friendliness and informality. Almost equal in frequency was the demand to remain independent, but to re-evaluate present activities. Several said bluntly, they like it as it is, and to go on about as we have. Other scattered comments included: do not become mechanized, work for the students rather than just the Association, change is inevitable, keep the Association meaningful for new members, and one objected to the Association being run by an inner circle.

On the question of leadership by the Association, equal numbers said that the Association had and had not failed on this question, but must seek to attain new heights. Several said that as far as they were concerned, we have the top organization. Others said that we need a more professional point of view, that we should cooperate more with other associations, and that we should not worry about leadership and gain through quality rather than aggression.

In the area of the activities of the Association, there was a modest concentration of suggestions that we should sponsor more regional or area conferences. There were scattered proposals to add more activities, we should have a journal, we should not have a journal, should do more with state associations, do more in-service training, bring along new members, have more seminars and workshops, do more with the commissions, educate members better in regard to NASPA, members should write and publish more, the Proceedings should be printed in better form, and members should do more research.

A few offered suggestions and comments in regard to the annual Conferences: programs have been excellent and helpful, great values in permitting young men to attend and participate, should bridge the gap with top officials better than we do, should not limit attendance, should limit attendance to two persons per institution, coordinate meeting time with ACPA, meet occasionally with the Deans of Women, have more conference sessions for Deans of Men, and by sizes of institutions, and have more technical discussions.

Interest expressed in finances, budget, full time employees, institutional policy, and method of election of officers was small. Equal numbers suggested increasing dues and leaving them as they are; equal numbers said increase the budget and do not increase it; one said we should have a paid secretary, three said we should not; equal numbers said on the election of officers that there was an oligarchy ruining the Association, and that there was no chance of this happening; equal numbers said that representatives should speak for their institutions, and should not do so.

There seemed to be only one point of general agreement with every one -- namely, that the Association has operated in a friendly, informal, useful fashion, and that somehow this quality must be retained.

I wish that time permitted me to quote at length from the letters, and many of them were excellent two and three page statements. I will include a few excerpts which seem to have particular pertinence.

Here is a sample of strong feeling for NASPA: "NASPA has given me something which I feel I could not find in any other place. I have not been long in NASPA but I have surely grown to love the organization and the members in it. I feel that any radical change might damage that wonderful thing that it has to offer I stand ready to do anything at all to

preserve it as the wonderful organization that it is and to help it to progress to the natural leadership that it will assume as time goes on. In fact, it has already assumed a great deal more leadership than we think it has."

A member who has never attended a conference said:

"While our college has been a member of NASPA for many years, it has never been my good fortune to attend a national conference ... In spite of my remote position, I have a feeling of really belonging. ... The Association has done an excellent job of spreading this feeling of unity."

Two typical statements in regard to continuing about as we have: "I share the feeling that we should strive for quality rather than quantity. This applies both to program and membership. If we allow ourselves to get so big that we lose the spirit of fellowship which now permeates our organization (Or programwise, if we strive to sprinkle a little salt on every bird's tail) I feel we will degenerate into mediocrity. I believe we can increase the strength of our leadership as a professional association by emphasizing the quality of our projects rather than the quantity."

The other: "From the moment I attended my first conference, I felt at home ... having come from another field, NASPA did as much to help educate and confirm some of my feelings about the work as on the job training. ... I do not know what more one could expect from an organization than that. I have always felt that I was given something to do, and that I was part of the organization. ... It has always been my belief that the purpose of NASPA was to inspire one another to go back to one's job with renewed enthusiasm and energy, so that each one will do better ... While I was in business I attended many conferences, but none of them had the atmosphere, flavor, and results which NASPA has which last over the year.... I hope that we can accomplish this year another program to foster professional competency as a vehicle for further good fellowship and the cementing of our personal relationships. This has real value in our ability to help students and after all that is our goal.... The kind of leadership which NASPA exerts is one which quietly and humbly enables each member to feel part of a fine profession, and do a better job. ... If we keep building on the finest of human qualities, we can't help progressing."

There were numerous comments on the value for young men and assistants: "I have found it to be of tremendous value to be able to bring with me to the annual meetings the younger men on

my staff who do valiant work on their own assignments. ... I could refer them to other groups ... but have always felt there was more value to their attending NASPA."

One of the younger, but now full Dean said: "NASPA has meant much to me as I have struggled along the long road to educational statesmanship and maturity. I only hope that I can be of help to others who are starting in college personnel work as my many friends in NASPA have encouraged and helped me."

Another young man gave two clear points of view: "One holds that NASPA should be the leader in the student personnel field ... since its membership contains the top personnel administrators. The advocates of this position hold for professionalism, for individual membership, for spokesman representing the association in every possible way ... for anything that is calculated to increase the prestige of the Association.... The other holds that NASPA originated as a small group of people who were compatible in interests and responsibility. These people grew through the informal associations with others rather than from formal programs. ... They felt no personal need to undertake the responsibilities incumbent upon a large group seeking prestige.... My view is that both thoughts have their proper place in NASPA planning."

One of the finest letters I received came from a highly respected veteran: "I have greatly mixed feelings in regard to the Association. ... I like the free and easy relaxed associations of NASPA, but at the same time I have been troubled over the years because of the absence of some content which I needed in my work. My philosophy and my attitude toward personnel work would differ from that of some members ... in that I have a great interest in research and a very critical attitude toward quality of work. ... I like to go to meetings where there are technical discussions. While there have been many such meetings yet at the same time, there haven't been quite enough to satisfy me. ...

"I share the concern expressed by the critic who stated that as an association we are not fulfilling our leadership responsibilities ... We have not played a national leadership role. ... Our association has not played a significant relationship role. ... I am not unmindful of the many very fine things the Association has done at the national level. The record is by no means a bad one ... but we are not presently as active as we should be. I think it is because as deans of students we have been so busy with our local responsibilities that we haven't looked at the national scene to see whether or not there was anything we could do."

Another member stated his serious concern: "Heretofore, the Association has shied away from taking stands in areas where there exists a certain amount of controversy. We have felt handicapped in passing resolutions which might be unacceptable to certain of our institutional members, if only a few of them. While this is understandable in a friendly organization dedicated to helping one another ... none the less, I fear we may be surrendering opportunities to provide real educational leadership throughout the country as a consequence. ... I am not urging ... that we have got to come to decisions either the far left or the far right, on a given issue. I would think NASPA could play a constructive role in the whole scene on many an occasion by pointing out some middle ground to which all men of good will might agree."

What we have accomplished since women have attended our meetings was stated by one: "I have found the group exceedingly friendly and helpful in every way. ... personally I would be glad to write to any member who might feel timid about coming, and explain away her fears ..."

A strong statement from a comparatively new eastern member on the leadership question: "Most college administrators regard NASPA as the top leadership association for college officers responsible for student affairs of all categories. As colleges and universities grow, more and more are moving to an administrative organization which makes one officer responsible for all student areas except instruction. Most of the other national associations are made up of members working in one or more of the areas classified as a student welfare or student service department. Because of this situation and because a top leadership organization is needed, I think NASPA should assume that position by organizing its goals and its membership accordingly. The present reputation and prestige of NASPA make it the logical association for this role."

Another from a far western member: "It is evident that NASPA is entering upon a period of significant change ... I know that it is hard for many of our friends and colleagues who have been in the organization for a long time to recognize that change is inevitable ... I feel strongly that our membership includes most of the top student personnel administrators for higher education in this country, and that the opportunity is before us for the organization to assume and assert its role of leadership in the college student personnel field. I think it is inevitable that we will grow and grow rapidly. After all, there are some 1,800 accredited four year institutions in this country, and since ours is an institutional membership, I would see nothing

wrong with at least half this number on our membership list." On this same point, one of our midwestern men stated that he believed our goal should be institutional memberships for all four year accredited institutions.

A more conservative point of view was expressed frequently -- from a new and very able young man: "I'm not at all certain that this is a time for leadership ... There may be a vacuum as concerns positive leadership at this point, but let's not kid ourselves. The entire field is in that state and is trying to gather courage to find its way with dignity out of the hodgepodge that some of the modernists have gotten it into. This is a time for evaluation. ... Let's not lose the NASPA we know. Let's not jump off the fence just for the sake of jumping, but rather evaluate ... and see what direction we have to face and then make our move."

A veteran Dean, nearing retirement says simply: "I am in favor of discussion and re-evaluation of our entire program of work, but am not in favor of throwing it overboard and discarding it ..."

So much for these and many other helpful letters and their fine and realistic comments. Actually, the entire file of letters should be read by all of us; if we should come up with any program for re-study and re-evaluation of NASPA, these letters will provide an excellent springboard for the people who might do this.

The problem which confronted me in the preparation of this paper was what to do next. After a good deal of soul searching, I concluded the next move was to present to you in capsule form, a brief record of the Association, as an attempt to bring us up to this moment, what we have done, how we have done it, and the record of the people who have accomplished our progress to date. I believe this is logical. I have given you the report of what some of our members have said about what they felt NASPA has been and should be. Now I propose to take stock of NASPA at this moment. After that it will be up to our successors to decide the future course of the Association.

I have classified this material into what I hope may be a reasonable format for ease of consideration, and will begin with pertinent facts about the Association and its internal organization.

The Association was founded, and held its first meeting

at Madison, Wisconsin, on January 24, 25, 1919. It was called by Dean Scott H. Goodnight, of Wisconsin, in a letter of December 23, 1918, in which he said, "It has been suggested by Dean Robert Rienow of Iowa, ... a small conference of Deans of Men for the discussion of our common problems, suggesting that he, Nicholson of Minnesota, and Clark of Illinois make a beginning." To the best of our knowledge this was the first meeting of Deans of Men and officers similarly engaged in the administration of student interests and activities at the college level." In attendance were Deans Robert Rienow of Iowa, E. E. Nicholson of Minnesota, Scott H. Goodnight of Wisconsin, and Professors L. I. Reed of Iowa State Teachers College, M. W. Smallwood of Syracuse, and L. A. Strauss of Michigan.

The second conference at Illinois in 1920 brought 11 men together, including Dean Stanley Coulter of Purdue, and third at Iowa in 1921 with 16 present, included J. A. Bursley of Michigan, the first to appear with the title, Dean of Students. The fourth at Kentucky in 1922 was notable for several items. Dean Clark of Illinois gave a brief of the history and development of the work of the Dean of Men, stating, "The Office of the Dean of Men in our educational institutions is just at the beginning of its development. Everywhere an increased interest is being shown in what it is possible to do about the personal relationships between the student and the college. We have only begun to do the things which ought to be done."

Two other significant items at the 1922 meeting: it was a joint session with the Midwestern Student Conference; Doctor Karl T. Waugh, of Berea, former Chief Psychological Examiner for the Army, gave a report on the use of testing at Berea and Beloit. Topics which had been discussed during the first four meetings included: Student activities, fraternity affairs, housing problems, class attendance, student government, military credit, student health supervision, student standards, social life, auditing student accounts and discipline. The Kentucky meeting was the first to have an organized program.

The sixth meeting at Ann Arbor in 1924, was notable for two items: Dean Howard McClenahan of Princeton was the first eastern institutional representative to attend; O. A. Shuder, of the Federated Council of Churches of Christ, asking for cooperation on a study of the liquor problem, was the first outsider to appear before the group.

The 1925 meeting at Chapel Hill marked the first report of a cooperative study, with the American Association of Registrars on uniform systems of grading. A study was also presented

on the prevalence of the office of the Dean of Men in American institutions, given by a Professor John H. Bennett of Columbia University. This was actually the first functional survey of the Association on duties and responsibilities, and the replies indicated that 101 institutions had the office, 66 had it on a part time basis and 119 did not.

The Association reached its first real milestone of growth in 1926, meeting at Minnesota with 46 present. This was a joint session with the "Educational Personnel Workers." This was the first conference of high standards, real national scope and import, and included in the program, Doctor M. J. Exner, of the American Social Hygiene Association, speaking on the part of the colleges in sex-education. Also Doctor C. R. Mann, of the American Council on Education spoke on "Procedures in Personnel Work," and Doctor K. M. Cowdery, Personnel Director of Stanford on "Selection of Entering Students." Dean Anne V. Blitz, of Minnesota, was the first woman to appear at a meeting. The minutes published a mailing list of 175 Deans of Men.

At Georgia Tech in 1927 was the first mention of the automobile problem, Dean E. L. Cloyd gave a survey of personnel problems, and Dean Goodnight, Chairman of a committee on organization, recommended that the "association remain informal and uncrystallized for the present." A resolution adopted institutional dues of \$10 per year.

The Colorado meeting in 1928 gave the first attention to mental health with Dean George Culver of Standord speaking; this was a joint meeting with the Deans of Men of Western Colleges.

The Proceedings of the 11th Conference in 1929 at Washington, D.C., carry the title "National Association of Deans and Advisers of Men," and the business session rejected proposals to meet with other organizations, also to associate itself with other existing associations. Doctor Ben Wood of Columbia University spoke on "Cumulative Records," and was assisted by Doctor D. A. Robertson of the American Council on Education. This was a joint meeting with the Eastern Association of Deans and Advisers of Men.

The Arkansas meeting in 1930 was the first attended by wives of members. Dean James Armstrong of Northwestern presented a program of activities and functions related to the type of organization NADAM should become, and this was followed in 1931 at Gatlinburg, Tennessee, by a panel of veteran Deans discussing

the question of preparation for the work, and more importantly a policy report from Dean Armstrong on the organization and direction of the Association. This was the first real statement of where we were going; included was a recommendation of contacts and conferences with the officers of other groups.

At the 14th meeting in Los Angeles in 1932, Dean D. H. Gardner of Akron, who has been a guiding spirit since 1928, presented for consideration and adoption, a constitution, with institutional memberships, formal adoption of the name, and the purpose "to correlate and study the most effective methods of service in the field of student welfare. Also was presented the "Survey of Functions of Student Administration for Men in Colleges and Universities."

At Columbus in 1933, Dean Gardner gave another paper on Deans of Men, their duties and functions; the depression was the central theme, followed closely in importance by the effect of changes brought about by repeal of liquor laws.

The Northwestern meeting in 1934 was notable for many things, which will be reported under other sections, but included publication of a bibliography of publications to date.

In 1936 at Philadelphia, a committee reported an extensive study on Preparation for the Work of Dean of Men, which was continued in later reports. At Madison in 1938, Dean Christian Gauss of Princeton made his first appearance as keynote speaker on "The Campus and the Undergraduate" -- a resolution was passed to call a meeting for the consideration of the coordination of personnel service.

At New Mexico in 1940, reports of six state meetings were made, Illinois, Iowa, Indiana, Ohio, Texas, and Oklahoma, the first such formal reports.

In 1942 meeting at Illinois, the greatest recognition to date may have been given to NADAM, when all of the Military Services chose our Conference as the time and place to announce their reserve programs, an event which gave NADAM national recognition. The meetings until 1946 were largely devoted to war time problems.

From 1935 to 1945, Dean D. H. Gardner carried on an informal placement service for the Association, assisting many new men to find opportunities, and this was picked up in 1945 as a formal service by the Secretary, and later turned over to Dean Arno Nowotny as Placement Officer for the Association.

No meeting was held in 1945, by order of the Office of Defense Transportation. 1946 at Purdue was largely post war problems and planning, and 1947 at Ann Arbor was marked by another keynote address by Christian Gauss, his last appearance before the Association.

The 1948 meeting at Dallas had great significance. Don Gardner presented "The Problems Before Us," and Dean Wesley P. Lloyd presented a long report on proposals to reorganize the Association. This was taken under consideration, but the old name "NADAM" was retained by formal vote. In 1949 at Highland Park, the old name was retained, but a new constitution was adopted.

The first demonstrations of business machines before the Association was made at Williamsburg in 1950, and the first use of tape recordings was made at that session.

The 1951 meeting at St. Louis was the most important Conference since the founding, for at that meeting, the name was changed to "The National Association of Student Personnel Administrators," and the special commissions for study in various areas were established. Dean Wesley Lloyd of Brigham Young was the leading spirit in the changes, and Dean Victor Spathelf of Wayne in the Commissions.

At Colorado Springs in 1952, the Commissions made their first reports, including the proposal for the Harvard Seminars of Commission III on Development and Training, a very important report from Vic Spathelf on Commission I, and its relations with other professional associations, and the start of the work of Commission IV by Dean E. E. Williamson on Appraisal and Evaluation. Also adopted at Colorado Springs was the Statement of Principles which we have used since that time.

In 1953, at Michigan State, Commission IV's report on Program and Practices Evaluation was made by Dean Robert Kamm, a monumental work, and plans were described for the first Harvard Seminars.

1954, 55, 56 and 57, gave us the Harvard Seminars at the Graduate School of Business, and on the regional basis. By 1957, the work of Commission I on Professional Relationships was getting more and more attention. In 1958 at French Lick, there was a long report on meetings which had been held with Commission I members in attendance.

I think it will be clear to you, that as the years have gone by, the character of the Association meetings and programs have changed a great deal. Also you have undoubtedly thought, aren't there many things which have been omitted? They have, but will be listed very briefly under special classifications.

The Association has never hesitated in the matter of self examination and self criticism, also the seeking of expert advice from outside the membership. Functional surveys have been conducted, studied, and reported in 1925, in 1928 and 1932 by Dean Gardner, 1939 reported by Turner, further study of the 1939 report in 1940, and a study of war time functions by Dean L. W. Lange in 1944.

Earlier Deans reported on their duties prior to 1931, and in that year, President Hopkins of Wabash College described the nature and scope of personnel work for the group. In 1933, Dean Gardner gave numerous definitions and a good statement of function; in 1949 his address "The Problems Before Us" was a blueprint for future action. Professor W. H. Cowley stirred and irritated us in 1937 with his address "The Disappearing Dean of Men," and again in 1956, speaking on "Personnel Services in Prospect and Retrospect." Dean William Guthrie gave his first survey of orientation practices in 1942, and these have been repeated several times. We asked a President, an academic Vice President, and a Comptroller to evaluate our work in 1955, and the address of Professor Howard Mumford Jones of Harvard in 1955 gave us the not too complimentary point of view of the professional group toward our functions. Most people who heard them, will agree that Chester I. Bernard's address at Williamsburg, in 1950, on "The Qualities of an Administrator," and Moorhead Wright's address at French Lick in 1958 on "Can Business Research and Management Help Educational Administrators?" were all time highs in programming. (Mr. Bernard, President of the Rockefeller Foundation; Mr. Wright, consultant with the General Electric Company.)

We have never failed to print the complete reports of our meetings. The first Proceedings were published after the 3rd meeting in 1921, the Proceedings of the 1st and 2nd meetings were picked up in the 1934 copy, and the result is that we have complete and from 1937 verbatim reports of our annual conferences from the first. No other association has done this. A publication in addition to the Proceedings was suggested in 1931, and is still being considered. In 1934, in the Proceedings we included a bibliography of topics, and in 1941 published the "Small Bibliography." An addition to the Small book was made in 1948. Dean James Armstrong printed a 35 page news letter in November, 1935, and another in December 1936. The news letter, The Breeze, has

been issued since 1940 by the Secretary. Early in the war period in 1941 we printed and distributed information on service opportunities, which was continued until taken over by The American Council on Education. We can take great pride in our complete record of Proceedings.

Our early association with disciplines other than our own were surprisingly numerous. In 1923, H. E. Stone spoke on Vocational Guidance Activities; F. F. Bradshaw continued this in 1924. The first psychologist appeared in 1922, with Doctor Karl Waugh speaking on testing in connection with admissions. In 1926, many psychologists were in the program, a notable one being Doctor L. L. Thurston of Chicago, speaking on testing. The question of mental health came up early, first from some of our own members but with others later. Dean George Culver in 1928 on "Mental Health Disturbances," Doctor George Schumacher in 1931 on "Mental Hygiene," Doctor Robert Brotemarkle on "Mental and Emotional Problems" in 1936, and then a series by Doctor Dana Farnsworth, along with Doctor Byron Wedge and Doctor D. H. Funkelstein in 1952, 1955, and 1957. Considering Doctor Farnsworth's status in recent years, we can honestly claim to have had the assistance of the acknowledged leader in the field.

Housing of students has been a frequent topic. The first extended discussion came in 1925. In 1930, Dean Leslie Rollins planned a display from thirty leading architects who showed their latest planning for dormitories. Doctor Robert Stewart, one of the great planners in the field of financing student housing, spoke to us in 1941, and again in 1946. Since 1948, we have had a cooperative committee with the American Institute of Architects, have joined in the publication of two bulletins, and in 1954 devoted a long session of the conference to discussion by Mr. Walter Taylor, Educational Consultant for A.I.A. These discussions have often included added discussion for organized houses and the 1934 Conference passed a resolution recommending that fraternity housing be included in the Home Owners Loan Bill, a Federal project.

Foreign students as a topic for discussion first appeared in 1926; in 1933, Mr. Charles D. Hussey, Secretary of the Committee on Friendly Relations with Foreign Students, made the first formal presentation to the Association. Since then, we have had the subject before us repeatedly and in cooperation with other associations.

The depression affected our programs in a marked fashion, with discussion of the effects on students in 1933, with resolutions in 1934 on the Federal Emergency Relief Administration

and with program participants from the government in 1934 and 35.

Many have commented on our lack of cooperation with other Associations. The record does not bear this out. Already mentioned have been meetings with other groups in 1925, 1926 (2), 1927, 1928, and 1929. In 1931, the need for more was recognized and since then we have had a long record of relationships with others. Since 1931 we have worked with the following associated groups in the student personnel field: 1934, Association of College Honor Societies; 1937, a representative of the Registrar's group spoke to us; 1938, we resolved to call a meeting of other Associations which was done and four meetings were reported in 1939 and 1940 with representatives from the Dean of Women, A.C.P.A., Registrars, American Psychiatric Association, Council of Personnel and Guidance, Student Union Officers, and Health Officers.

This work was going along well when the war interrupted. Continuing, we included the American Social Hygiene Association in 1941, the American Hospital Association in 1941, Industrial Personnel Groups in 1942, and since the war, have invited representatives from all related groups to all of our annual conferences. The 1952-53 joint report on reporting disciplinary measures was done with the Deans of Women and Registrars. The work of Commission I on Professional Relationships has had a new impetus in 1957, 58 and 59, and will be reported by Dean Don Winbigler.

Other groups with which we have had relationships have included the Association of Governing Boards, 1937, the American Red Cross, 1943, the American Institute of Architects, beginning in 1954, and a long record of relationships with the National Interfraternity Conference beginning in 1927.

Relationships with government agencies began in 1929, when Doctor Walter Greenleaf, specialist in Higher Education of the U. S. Office of Education met with us. Since then, he and other representatives have met regularly, and in the last ten years, the representative has usually been a former member of the Association. In 1936 and 37, Aubrey Williams, of the National Youth Administration spoke to us; as did R. R. Brown in 1938; in 1937 and 1942 we had a representative from the Federal Bureau of Investigation; the 1942 Military participation in our program has been mentioned; in 1942, Secretary Morgenthau sent a speaker to our meeting; in 1943, Doctor Karl Waugh appeared again from the U. S. Office of Education on Federal Loan programs; in 1943, numerous federal officers on training programs; including the Assistant Secretary of the Navy, and Dr. W. W. Charters of the U. S. Manpower Commission; in 1946, A. J. Murphy, Regional

Consultant on the Education of Veterans, spoke to us. In recent months, NASPA has been invited to send representatives to policy meetings on the National Defense Education Act procedures. We have sent resolutions on Federal matters to the department concerned on numerous occasions, and these have been acknowledged properly.

Our relations with the American Council on Education began in 1926, when Doctor C. R. Mann spoke to us on Procedures in Student Personnel Work. Doctor Homer P. Rainey spoke to us in 1936 as Director of the American Youth Commission of ACE on "Needs for Guidance for Youth." In 1937 we resolved to cooperate with the American Council on its study to coordinate and clarify the status of student personnel work, and Dean D. H. Gardner was appointed to represent the Association which he did with ability in the production of the first ACE pamphlet on the principles of student personnel work. We have held membership in the American Council for more than twenty-five years, which has been invaluable to us. Doctor Francis R. Brown was on our programs in 1943, 1949, and 1951. Numerous other members of the Association as Dean E. G. Williamson of Minnesota, Dean D. D. Feder of Denver, and Dean Wesley P. Lloyd of Brigham Young have had important duties with American Council committees. Doctor Edward D. Eddy, Vice President of the University of New Hampshire, is attending this conference as representative of the American Council on Education.

This brief review of our activities since founding has one glaring omission, namely, that of many names of men who have devoted effort and time for the benefit of the Association. I present the review in an effort to demonstrate that the Association has not been devoid of leadership, initiative, courage, imagination, cooperation, and willingness to change with the times. Conceded that the record is not perfect, still, in the aggregate, progress has been made. Almost every year, we have had at least one feature of activity which has been unique, certainly this year's annual meeting, combining the Association's business with an all Association participation in Commission III activities is unusual. The work of Commission I, a renewal of work initiated by our Association as far back as 1926, is in special focus and will continue to be.

In this paper I have reported on reactions of our members to inquiries about the Association; I have briefed you on the past activities of the Association; in conclusion, I wish to comment on next moves.

Nine times in the life of the Association we have had

committees investigating our immediate and long range programs, the nature of our organization, and what changes are timely and necessary. Certainly there seems to be sufficient interest at this time to justify the appointment once again of a self-examination and self-appraisal committee to begin immediately on a careful and objective study of the Association. This committee would undoubtedly examine what we have accomplished, and what features we desire to retain. If certain features are outmoded and no longer of value to us, then they should be discarded. Most important, what new features, changes in organization, new programs, should be suggested for consideration as soon as possible. My only suggestions as to the personnel of this committee would be that it represent both veteran and newer member institutions, and that it have good geographic distribution, and that different types of institutions be included.

In the interim period if such a committee is deemed desirable, here are some basic needs which we should try to meet. We have been able to hold at least one between-conference meeting of the Executive Committee, usually dating it so that members can take advantage of expense accounts for other meetings or function. Many things can be accomplished by mail, but with the present size of the Association and the responsibilities placed on the Executive Committee, quarterly meetings would improve the situation materially. We are invited from time to time to send representatives to meetings of related associations and to conferences and meetings of various kinds. We need to be in position to evaluate such invitations, and if desirable for us to be represented, to appoint a qualified representative and have him there, usually at our expense. Too often we have had to take advantage of an appointment which may or may not be the best, in order to meet the expense aspect.

With the importance which our Commissions and Committees have assumed in recent years, there has been steady demand from their chairmen for financial assistance to make interim meetings possible. I think we should be in position to assure at least one most active Commission, or one most timely Committee, an opportunity to meet at the expense of the Association. Between Conferences, we have had to depend on letters from the President, the Secretary's news letters, from the Placement Officer, and from the Conference Chairman for such internal communications as we have had. I do not argue at this point for a Journal, but I do urge provision for a regular organ of communication between the Officers and Executive Committee and the member representatives.

These interim provisions will be fruitless, however,

unless all the members of the Association participate more actively, in communicating to their own institutions the activities, programs, and useful suggestions coming from the Association, and which can be utilized at the individual institution level. I am not at all sure that failure in this area may not be the real reason for seeming lack of assumption of leadership.

I realize that even these suggestions cannot be accomplished without added cost, but a very modest increase in our dues would go far toward making these things possible.

If the committee on organization is revived again, it would certainly look at our present constitution, our qualifications for membership, the budget, the nature of our conference programs, and our continuing programs, the possibility of a Journal or similar publication, and the necessity for some sort of central office with a permanent staff -- in fact, any aspect of the present Association which might be improved for the benefit of all.

I admit frankly that I have preferred the voluntary type of service we have had from our own members and look with some distaste upon the employment of full time persons. The history of such expansions does not give encouragement, yet there is the question of how much we can ask of members who have full time positions in their own institutions. I am sure that John Hocutt as Conference Chairman and Carl Knox as Secretary-Treasurer, each has done the work of two men during recent months. There is a limit to the amount of work which these men can do and a moral question of how much we can expect them to do along with their ever increasing duties at home. We then have the paradox of how widely we can delegate such duties of the Association, and at the same time operate with the efficiency which is essential to hold a position of leadership.

I do not believe we should seek leadership. Leadership should seek the Association. Our work through the years has certainly had elements of leadership and prestige; if we have failed it is because we have not taken full advantage of the opportunity which was present. I have now had thirty-five years with the Association, and have become an "old timer." I hope that our newer, younger, and enthusiastic members will take hold and carry the Association to new heights of leadership and prestige. But at the same time, I hope that they will have sufficient ingenuity to inspire the qualities of affection and loyalty for the Association and among its members, which has really been our hall mark through the forty-one years of our activity. [Prolonged applause]

CHAIRMAN HOCUTT: Thank you very much, Fred, for your most interesting and informative review of the background of this Association. Certainly, there is no one in this organization better qualified than you to do this job, and you performed the task ably.

I certainly agree, progress has been made, and I think your recommendations for the future merit the careful study of succeeding executive committees.

The next item on the program will be some instructions from Associate Professor Thomas J. Raymond of the Harvard Business School, who is educational adviser for this Conference. Before introducing Professor Raymond, who made some comment about the lack of top billing in this program for the evening, I would like to make a few of the inevitable announcements.

... Conference announcements ...

CHAIRMAN HOCUTT: Now, Professor Raymond, I was just trying to be funny. You are beloved by many, many people in this organization who have been privileged to participate in seminars where you have been an instructor. We all remember the ten foot pole for problem solving that you encouraged one of your former students to develop, and we appreciate very much what you have done in planning the sessions, the seminars, that we will have on Friday and Saturday. We appreciate also the staff that you have recruited to instruct in these seminars. We will now turn the program over to you for explanations as to what happens during the next two days. Tom Raymond. (Applause)

ASSOCIATE PROFESSOR THOMAS J. RAYMOND (Harvard Business School; Educational Adviser for NASPA Conference): Mr. Chairman, President Turner, Ladies and Gentlemen:

As for the staff which we have recruited for this Conference (whom I will introduce to you in a few moments) I am sure each of them would like to join me in telling you how happy we are to have been told to be here. (Laughter)

Before we go on, I have two announcements to add to Chairman Hocutt's. One is a note that says, "Dear Joe, Harry is with me. We had better not meet at eleven o'clock as planned. Signed Mabel." (Laughter)

Another item here has to do with the fact that since it is raining, the hurdy-gurdy turner will not be here as planned in

front of the building for the block dance. (Laughter) You are to use this time instead to study.

The last time we met in Boston, some four years ago, your Association gave me a very generous honorarium, and at that time I had just purchased a new car, and the honorarium went for a side view mirror. (Laughter) I added a dollar or two to the honorarium to make up the price. Well the side view mirror is still in good shape, but the car is gone. (Laughter)

When we assembled here in 1955 for the regional seminar, at that time we were quite pleased with the reactions of the NASPA participants to the case method and the effectiveness with which they felt the conference had gone.

When your Commission invited us to plan an educational session during this conference, we welcomed the opportunity, and we are very happy to have this opportunity, because those of us at the Business School who teach, and those of us who are administrators, support the case method because frankly the case method supports us. (Laughter)

I am at a loss as to how to begin here, because I do not know the speed with which I should speak, nor am I quite content with the introduction that John Hocutt gave me. I think you ought to take some lessons from Mr. Turner. (Laughter)

Now let us get down to the cases. We have gone through a bit of trouble to put this program together, and we are going to be very disappointed if tomorrow and Saturday you will not have prepared for these discussions. To insure that you will prepare for these discussions, the first case tomorrow morning will be read and studied in class. (Laughter) This case will be the Greenway College case, and it will be the same case for both wives and husbands.

The case tomorrow afternoon -- one of the two in your envelope, and you should have received an envelope when you entered the room tonight; an envelope with a white piece of paper for the men, and an envelope with a pink piece of paper for the women. My secretary is very imaginative -- pink for the women. (Laughter) The two cases are Evansville College, which will be taught tomorrow afternoon and discussed, and the Ames College case, which will be discussed Saturday morning. Each of these cases will require some time for study.

The Greenway case, which will be discussed tomorrow, will be studied in class; and the class case Saturday afternoon will again be a case that you can study as you discuss it in class. So essentially we are asking you, if you will, to prepare two cases outside of class, and two along with the instructor in class.

In selecting these cases we were concerned with a pattern, what we could do in two days to make this a meaningful experience for you and for many reasons we thought it might be very helpful if we took you away from your job for a few moments, to give you cases in which you would be dealing with the problems of other people in your institution, the academic dean, perhaps, a faculty member, or even the president. We thought this might be preparation for your future. (Laughter)

I am very happy to see most of you -- most of us have had some time together before, but it has been many years since we have been either in California or Texas or Indiana, or here or in Pennsylvania, and I would like very much if you would do something for me, and for the faculty. Would you take your name tags please and if they are on your left side, would you put them on your right side? Would you do that right now? Move them from the left side over to the right. Now come on, everybody play! [The delegates moved their name tags from the left to the right side]

The reason I asked you to do that is that while we have tried to remember you through the years, it is a bit difficult to have you approach us with a big smile on your face and we have to say hello so-and-so, and put our hand out this way; so if it is on the right side we can look at the name tag and shake hands and save face. Would you please wear the tags to classes, because this is the only way we can identify you, and of course make reports back to your presidents as to how you do here. (Laughter)

To attest to the effectiveness of our programs, I might say I am very happy to see here tonight Father Vic Yanitelli of Fordham, who after completing our course at Philadelphia (who at that time was a Dean of Student Personnel) returned to New York and three days later was made Vice President of the University. I am also very happy to see a Dean with whom I used to work years ago, and after having worked with him for several years, I hope we can do something for him in this conference. (Laughter)

Now we hope that you will view the situations through the eyes of other faculty members, student administrators, or students. Those of you who have not participated in these conferences may find our method a bit unusual. It is different from

the lecture method in that the moderator usually does not speak. He asks questions once in a while, and his job is to get you to talk to one another and to exchange views and opinions and ideas, to examine critically some of the issues we hope will be of interest to you in these cases -- and I assure you they run the gamut, from the lofty philosophical, to the down to earth every day problems. Each case will require decision in some ways, and in some ways not, I suppose, but at least two of the cases will require you to make a decision, to propose a program of action. This is something that I think, if you focus upon, you can perhaps aid yourself in the preparation.

For example, some of the questions you might keep in mind as you study these cases are: What are the issues or problems in these situations? How did the problem arise? What was its cause? What are some of the questions that grow out of this problem, which you have to answer in order to solve it. Can you use the evidence in the case to answer these questions? Which are the most important questions that have to be answered in order to solve the case? What are the possible courses of action? What should be done? And throughout each of these cases, what are the implications of the situation for you as Deans of Student Personnel? What is there in these situations that is of import to you in your job?

I would like to introduce to you the moderators for your seminars. First, Miss Priscilla Karb, Administrative and Research Assistant for the Institute for College and Administrative Administrators. Then, alphabetically, Associate Dean Vernon R. Alden of the Harvard Business School; Professor George Baker; Assistant Professor James V. Clark; Assistant Dean and Associate Director of Doctoral Program, Thomas A. Graves, Jr.; Assistant Professor Neil E. Harlan; Associate Dean Russell H. Hassler regrettably is not here, nor is Professor Edmund P. Learned; Associate Professor John B. Matthews, Jr., whom you will remember from 1955; the Director of our Doctoral program, and also Director of the Institute for College and University Administrators, Professor Robert W. Merry; and Associate Director of Overseas Relations Cummins E. Speakman, Jr. (Applause)

It has been a long day and long night. The beds you had are probably still warm from the presidents who left this morning. We have a lot of work ahead of us for tomorrow. Be reconciled with the thought that the classrooms will be air conditioned, and that with the case method the teacher does little or no talking. Thank you. (Laughter and applause)

CHAIRMAN HOCUTT: Thank you very much, John. Am I correct in saying that any late comers whose names do not appear on the the list of section assignments may obtain assignments by checking with Miss Peterson. If you did not pick up a list of these section assignments, I think there is still a supply on the table in the lobby of Baker. This is a list with a blue cover sheet. If you do not find your name listed there, you may check, I assume now it would be tomorrow morning, with Miss Peterson, before nine o'clock, to get a section assignment.

Are there any other announcements that should be made?

... Announcement re registration ...

CHAIRMAN HOCUTT: Well, the program reads 9:00 p.m., study in preparation for Friday Seminars. We are about twenty minutes late getting this study under way, so we will adjourn this session.

... The Conference recessed at nine-twenty o'clock ...

MONDAY MORNING SESSION
June 29, 1959
Financial Aid - Panel Presentation

The Group Discussion "Financial Aid," held in Aldrich 112, convened at nine-ten o'clock, Dean William D'O. Lippincott, Princeton University, presiding.

CHAIRMAN LIPPINCOTT: Ladies and Gentlemen: Good morning. I hope you had a pleasant weekend.

I think there is a special responsibility that the presiding officer at a session like this has, and that is to preside as little as possible, to take up as little time as possible. I think it would be highly superfluous for me to make any remarks at this time about financial aid in education, particularly in the presence of such a distinguished and experienced panel, whom I would like to welcome at this time, on behalf of NASPA, and turn the meeting over to our Moderator, Dean John Munro, who is the Dean of Harvard College. John, why don't you take over?

MODERATOR JOHN U. MUNRO (Dean, Harvard College): With your indulgence, we will sit, I think. This is easier for all of us probably. We are here to talk about financial aid for students, undergraduates in particular, and we have with us three people, Jack Morse, who is Vice President of RPI; Harriet Hudson, dean at Randolph Macon Woman's College; and Byron Doenges, who is on the staff of Indiana University, Assistant Dean of the Faculty, who is currently in charge of the loan program of the National Defense Education Act.

We thought that each member of the panel would talk about fifteen minutes on a special aspect of the problem, lasting until about ten o'clock, then open up for questions and discussion, suggestions and what-not from the floor.

The financial aid problem of helping needy students in a period when costs are rising, is a problem which is with us all and will be increasingly with us in the years ahead surely, and it pays all of us to have some idea of what is going on in the financial aid shops of the country, the country's colleges. There is no single individual who can tell us more about this, I suspect, than Jack Morse, who is now Vice President of RPI, but up until this assignment was in charge of the financial aid program at RPI. He has done a great deal of work in developing new programs of financial aid for students, particularly in the area of loans, and for the last two years has been chairman of the college scholarship service of the college board. Mr. Morse.

VICE PRESIDENT JOHN MORSE (Rensselaer Polytechnic Institute): Thank you, John. In considering what I ought to say, within the framework of what John asked me to talk about, it occurred to me that the trouble with most audience participation shows is that there is so much show, there is very little opportunity for audience participation, and I shall try therefore to undershoot rather than overshoot John's structure of fifteen minutes.

On the other hand it is necessary I think to lay some kind of ground work from which people may take off, and it occurred to me that possibly the best way to get a panel of this kind started was to make a number of rather categorical statements, none of which do I plan to develop. It happens that I do believe in all of these categorical statements, and would be tickled to death to try to defend them, but I suspect that none of you will agree with all of them, and it is possible that some of you will agree with none of them.

The first categorical statement I would like to make is that although national income, we are told by the economists, and can see quite clearly, is rising rapidly, the cost of going to college is rising considerably more rapidly. By this, I mean that I think it takes a higher percentage of a family income (a family of the typical college student's family) to keep one youngster in college than it did when you and I were going to college.

There are a couple of corollaries to this statement. The first is that the middle income group, which in my days, in the thirties, could send its children (if well spaced) to college without financial aid, this same middle income group, working at the same occupations, no longer is getting a large enough income to do so.

The second corollary is that although averages of income are going up, there are still large numbers of very poor families who have youngsters who are capable of going to college, and who are therefore in far worse shape now than they were in the 1930s.

The second categorical statement I should like to make is that although the costs of going to college in private institutions has gone up rather spectacularly, the cost of going to college in the tax supported institutions is going up more rapidly, at a faster clip than in the private institutions. We are fooled by this because we see an ever-growing gap between the cost of tuition at the private institutions and tuition at public institutions, but tuition in the private institution represents less than 50 per cent of the cost of the college education, and in a

public institution it represents possibly no more than 20 per cent of the cost of going to college.

So if I were asked to read the future, I would say that the gap in actual dollars between the costs of college-going in private and public institutions is going to close and close rather rapidly in the next ten to fifteen years, and that specifically tuition fees in the state supported institution will go up more rapidly than will tuition fees in the private institutions.

I say this -- and I promised I would not develop these ideas -- the basic factor that makes me believe this inevitable is that I believe taxpayers will insist upon it, and I believe the evidence is already at hand in the defeat of bond issues where the taxes are really beginning to hurt in the elementary and secondary school building programs.

The third categorical statement I would make is that if these two things are so, then all colleges and universities must develop financial aid programs and financial aid offices of a scope hitherto completely unguessed in most institutions.

The fourth statement I would make is that at the present time, 1959, in our 1800-plus colleges and universities, there are probably not more than two to three hundred which have well developed, well conceived, well organized financial aid programs of any kind. In general, but only in general, the private institution is ahead of the public institution in the development of these financial aid programs, simply because they have had to be, but the record is not a very bright one for either group.

The next statement I would make is that because the demand for financial aid is going to be far greater than the amount of financial aid available, all aid is going to have to be based on financial need. This is going to be true whether you believe in it as a principle or not. I think the day of the prize scholarship, the award of large sums of money, simply for brightness is over. And I believe that even in the assignment of loans, unless those loans are granted at commercial rates, need analysis, the amount of money the youngster actually needs, is going to be taken into consideration.

Next, I would say that if you accept this principle of need, you are going to have to develop a pretty hard boiled and unsentimental attitude toward its analysis. You are going to have to develop methods of taxing income. We are all going to

have to grasp the idea that family assets are not sacred, but exist fundamentally to further the education of the next generation; that parents have responsibility to educate their children, even though those children may be over 21 years of age, and even though those children may be married; that students' savings and students' summer work are all a part of this.

The seventh statement I would make would be that the definition of financial aid I would use, is that financial aid is that item, that package which fills the gap between all of these resources I have just been talking about, and the cost of going to college, and that we can no longer think in terms of scholarships, or jobs, or loans, but we have to think of it in terms of scholarship plus jobs, plus loans, in a financial aid package which will balance the youngster's budget.

The corollary to this is that anything any student is fortunate enough to win on the outside from the state, from the federal government (if we have a federal scholarship program), from industry, from the Kiwanis clubs, from grandfather, is a part of this financial aid package which leads the mother institution to which he is going to subtract the amount of money it had planned to assign to him in order that he may not have any more than just enough to balance his budget.

The eighth categorical statement I would make is that the assignment of scholarships and jobs, in this financial aid package, must be so manipulated that the amount of loan a youngster is expected to take out shall be relatively equal, no matter how well to do, or how poor he may be. The concept that the poorest boy ends up with the biggest loan is a concept which I think few of us are going to be able to buy as we get into this loan business in the long haul. I can conceive of relatively well to do youngsters having perhaps a need of \$300.00 a year to balance their college budget, getting it all in loan; and I can conceive of the youngster who needs \$1500 a year because he hasn't a nickel of his own, to get a \$1200 scholarship and a \$300 loan.

Now, if sense is to be made of all of this, I believe it to be essential that all aspects of financial aid be centralized in a given office. It is absolutely impossible, as I see it, to continue the pattern which exists in so many colleges of having one man responsible for the assignment of scholarships, another man responsible for the entire student employment program, and still a third one, often the fiscal officer of the college, responsible for the assignment of loans.

Such an operation, which places individual elements of financial aid under the charge of different people can lead only to chaos, to overlapping, and to waste.

A corollary to this would be that above all, it seems to me essential that we get the loan operation out of fiscal offices, where the college official is chiefly concerned with protecting investments and assuring income, and get it into the financial aid office where the protection of the principal is not nearly so important as the assistance of students.

I believe it is essential to get all of this into a student personnel office, call it what you will, fundamentally because all of this requires a real knowledge of the student, of his aspirations, of his background, of his plans. Financial aid may well be the first step in counseling for any student. It is my opinion that it can very well be a branch of, or closely associated with, the admissions office, since the admissions officer is the first man to know the student, even before he hits your college campus.

Last of all, while I have been talking chiefly about undergraduate students, I myself am convinced that everything I have said pertains precisely and exactly to graduate students. At the present time there is some order in the financial aid program at the undergraduate level. There is utter chaos in the financial aid program at the graduate level. I believe that, again because of lack of resources, we are very near a breakthrough on this point.

My conclusion to all this would be that one of the most important and one of the least understood, and one of the fastest developing, and one of the most essential aspects of all higher education is in this field of financial aid. It is the coming great problem for college administrators, and it behooves people like you and me to be in a position to be ready when the deluge hits. Thanks, John.

MODERATOR MUNRO: The problem of women students, as connected with financial aid, offers certain complexities that most of us do not know too much about, but many of us have to deal with, and all of us have to deal with to the extent that we are concerned with the development of national programs. I have asked Harriet Hudson to talk to us particularly on this point. Miss Hudson is the Dean at Randolph Macon Woman's College, and has had connection with problems of financial aid, both at her own college and in national programs for a number of years. Harriet.

DEAN HARRIET D. HUDSON (Randolph Macon Woman's College):
 Thank you very much. Although I had thought initially that most of what I would say would concern the differences between the financial aid problems relating to the man student and that relating to the woman student, I realize after listening to Mr. Morse's comments, that exactly the same things as he has said this morning relating probably mainly to the young man, relate equally well to a program which provides financial aid to women. I agree fully with the generalizations which he has made this morning.

You will find these are equally applicable, whether you are working with men or with women. There are however, it seems to me, several ways in which the program relating to women is somewhat different.

If you look on a program as made up of a combination of grants, loans, and jobs, you will find that in each of these three areas there probably is a somewhat different point of view, if your student is a girl and if the parents involved are educating the daughter.

With respect to grants, I think there is probably about the same willingness to accept assistance whether the child is a girl or a boy. (Laughter) There is, however, a very general tendency for the family's offer to be less generous if the child to be educated is a girl. This merely reflects, I fear, society's general attitude that the education of women is somewhat less important than the education of men. If you doubt this, look at the simple statistics that two-thirds of your Bachelor's degrees in 1958 went to men, and only one-third to women.

The parents feel, in asking for a grant for a girl, that her education in most cases is somewhat of a luxury. Therefore the family's primary financial obligation is the higher education of its son rather than its daughter. The family planning for the education of several children will give main emphasis to the needs of the boy.

I grant that this statement on my part is based on a rather small sample, but I am always interested to see how frequently a student will come into my office and say, "I will have to have more financial assistance than this. My brother is planning to go to medical school, and every bit of spare money that we can get has to go to him. After all, he is going to be responsible for supporting a family, and we want him to have the best."

I must admit that though I possibly have some sympathy with this argument, I have none whatsoever with the girl who says, "I have the cutest little brother, about eleven, and he is just no good at books; he will never get a scholarship, so what money the family has, has to go to educating him." (Laughter)

No matter how we may object to this philosophy of educating the sexes unequally, this point of view is one with which every scholarship officer, and certainly every personnel administrator needs to be familiar and must work.

In the area of loans, I believe that there are even more sharp contrasts between the women and the man as the student. We have found in the past that the woman student is very loathe to accept a loan. The girl herself hesitates to undertake such an obligation. Put very simply, I think her greatest objection to this lies in the fact that with the mortgage over her head, she fears she will be less marriageable. (Laughter) Should she marry she faces the likelihood that her earnings will be used to help put her husband through college, or possibly through graduate school, or that her earnings will be necessary to maintain an adequate plane of living for herself and her husband during his period of military service. If she is tied down with responsibilities for small children, she foresees that her earning power may drop precipitously, possibly disappear entirely. At the same time, she foresees that the responsibilities for children will mean that the family burden, financially, is much heavier. She therefore knows that repaying a loan is going to be difficult.

Her mother probably shares the daughter's concern about the child's attractiveness in the marriage market. The father, however, may be much more impressed by his insight that repayment of the loan by a young married woman will be difficult. He therefore begins to wonder how much obligation he will have for the repayment of this loan.

Now, although Mr. Morse pointed out a principle which I believe firmly, that the parent should continue to feel financial responsibility for the education of his children, whether married or unmarried, we realize that this is an ideal rather than a reality in many families at present. Actually many parents feel that when a daughter marries, the father's financial responsibility for that child's education should end. Therefore, father may be rather loathe to have his daughter undertake a loan to finance her education, lest that loan in reality becomes completely an obligation of his to repay.

We see the importance of this fear of repayment as a deterrent to the making of loans when we look at the impact which the national defense education act already has had on the amount of money being borrowed by young women. Dr. Doenges is going to talk as our authority on this subject, but I asked his permission to make this comment on the impact of the act.

As you undoubtedly know, 80 per cent of our elementary school teachers are women, and fifty per cent of our high school teachers are women. These figures mean that a woman finds particularly attractive the provision of the National Defense Education Act whereby up to 50 per cent of her loan may be cancelled if she teaches for as much as five years. The Teachers Colleges and other institutions training young women for teaching find that even within the short time since the National Defense Education Act of 1958 was passed, there has been a marked increase in the willingness of girls to take loans.

This year in our own small program, where I work with a small college, we definitely pushed our students to take National Defense Education Act loans. Where we felt that the need pattern was such that this was an advisable thing, we made this suggestion at the time we told the family what award we would make to the girl from college funds.

By this means, we have succeeded in encouraging more students to take loans this year than had been true in the past, even though we have for many years had quite adequate loan funds.

In our own loan fund program, we have found that the shorter the period over which the repayment was to be made, actually the more willing the family seemed to be to borrow. We have had, as many institutions have, a plan whereby a family could arrange a loan for the duration of a semester, making a monthly payment, and then starting in again the following semester with a new loan, and monthly repayment. Many of our students have taken advantage of this arrangement.

Other women's colleges have had fair success with loans which constituted a prepayment plan, actually, an arrangement made in advance for payment of the child's program in college, carrying through for ultimate repayment following graduation, but not long after graduation. It is going to be very interesting to see how these short term loans will compare in popularity with the longer range repayment period of the National Defense Education Act loans.

With respect to jobs, the girl probably has a somewhat

different problem in that the availability of jobs for her during her college career probably is somewhat less than for the boy. Students typically wait tables, work in offices, do baby sitting. These jobs are open to girls, but the range of things -- perhaps I should also include clerking in a store -- the range of things is less great than would be true for the male student. For this reason, the family may need to rely more on loans and grants than upon term-time earnings, or even summer earnings, than would be true with the boy.

There is however an additional factor over and above the scarcity of jobs for girls, which needs to be taken into consideration. It is my impression that among middle class families, or upper-middle class certainly, there is a little more hesitation to have the girl take on a job, no matter what the job is, in order to earn wages which can then be applied to her college expenses. I think the concept of the respectability of work for the young man is somewhat more generally accepted than that of the acceptability of a job, no matter what the job, if it brings in money for the education of a girl.

Now, what is the relevance of all this to the personnel administrator? I think your understanding of the contrast between present attitudes of parents and children, and the reality of today's financial situation and our changing social patterns, your realization of these things, can do much to help the student understand her own problems.

For example, you have an excellent opportunity sometimes to help a young student weigh the advantages of early or later marriage. Although we may say that her parents certainly should continue to educate her after she is married, you can perhaps help the girl to find out what the case is going to be, instead of heading directly for frustration instead of finding out the wrong answer later on.

I think the woman student needs to be helped to recognize the tremendous importance of higher education, after marriage. Some fairly reliable authorities estimate that the average woman in college now is going to spend from 25 to 30 years in the labor market after college. I think this contrasts sharply with the average woman's concept of what her future will be. (Laughter) She looks upon -- as one of my friends said the other day, it is not going to be thirty years spent on the sofa watching TV with her husband's arm around her. (Laughter) A girl who is going to work say 25 to 30 years -- and these figures of course are only guesses -- should be prepared for an interesting job. Furthermore,

if she is going to work that long, her general contribution to society obviously can be far greater if she is prepared to do a constructive, creative piece of work.

Since you are all from colleg campuses, you have no need to be told that the higher education of both men and women is worthwhile, but you may have a need to do a tremendous selling job to the young women who come to you for counseling in a situation such as this.

I think your women also may be somewhat unrealistic in looking at the financial burdens which will be upon the family in the future. Many of them have had very little experience managing money, and understand very little about it. They need to look upon the whole loan picture related to the total family financial problem of the future, and to recognize in advance that what they are buying in the form of college education is the most worthwhile commodity that they can buy with the money which they will bring in in the future if a loan has been contracted.

One further problem, which we sometimes find to be a very real one among our students -- and I suspect that this occurs among both men and women, possibly more so among women, however. This is the problem of the student's very real sense of guilt in taking a larger share of the family's resources than she feels she is justified in absorbing. Of course, this is particularly true if the child comes from a lower income family. This may be the very group to which your student aid program can contribute the most through its wise counseling and through your helpful understanding of the student. This sense of guilt is of course reduced to the extent that the young woman fully appreciates the value of a higher education to herself, to her family, and to the future.

In conclusion, I would say that great as the differences are between the man and the young woman seeking financial assistance for college education, the basic problem is the same. Financial aid is a program designed to meet financial need. As such, it constitutes a challenging program for those of us in the field of college administration.

MODERATOR MUNRO: Thank you very much, Harriet. Our final talk before we come to the question and discussion period, will be from Byron Doenges, Assistant Dean of the Faculty at Indiana University, and former director of the financial aid program there, a man who had a great deal to do with setting up and conducting the state of Indiana testing program for the scholarship awards in colleges throughout the state.

For the past nine months Byron has been working in Washington trying to get the bugs out of the National Defense Student Loan program, and a great many of them there were, as many of you know. Byron is about to return to Indiana University, and it seemed a particularly good moment in time to ask him to tell us something about the National Defense Student Loan Program and its present operation and hopeful future. Byron.

DR. BYRON DOENGES (Department of Health, Education, and Welfare): Thanks, John. It is a real challenge, a great task, to be anchor man on this panel, I must say. I will restrict my remarks pretty much to descriptions of resources for financial aid, primarily government, federal government, just a bit on the state level too.

Since this great National Defense Education Act has been passed it has thrown an entirely new picture on this whole concept of financial aid. Millions of dollars has been poured into college coffers to help students, graduate, undergraduate and professional.

For some time, as you know, the state governments have been involved in this business of aiding students. Most states in the union have fee scholarship programs -- fee scholarships being very small, \$80 to \$100 scholarships being given to students as strictly awards to the state universities. Some states have senatorial scholarships, in which a senator or representative in the state legislature has the right to grant two or more scholarships to people in his district. I am sure all of you know about the problems that this sort of practice can bring.

We have state lending programs. I think of the New York State Higher Assistance Corporation, in which the state government actually has ploughed into the banks in New York State capital which in turn is lent to students in this state for college. Massachusetts and Maine are other examples. Other states -- I think of Maryland, New Jersey -- are involved now in state scholarship programs. At least they are talking about it.

But let us turn to the federal program which was passed, that is the National Defense Education Act, which was passed last September. Preliminary to this was the National War Loan program, which many of you remember, I am sure, a four million dollar plan wherein students were allowed to borrow, but the government actually handled the notes and all the details of it. It was not quite on so grand a scale for the colleges as this one is.

The National Defense Education Act has ten titles. Title 2, Loans to students, is the one I will spend most time on this morning. Title 3, Strengthening Instruction in Elementary and Secondary Schools. Title 4, Fellowships for Graduate Students. Here is another one which is directly involved with financial aid to graduate students, 1,000 fellowships, each worth \$2100 to \$2400 per year. Many of the colleges represented in this room, I am sure, are in that program.

Title 5, Testing and Counseling Institutes and State Programs for Counseling.

Title 6 is Foreign Language Training Centers and Institutes. Roughly six million dollars there has been poured into institutes and centers in foreign language training, bolstering these areas on our college campuses.

Title 7 is improvement of educational utilization of television, radio, motion pictures and related media of communications.

Title 8 is dividing area vocational educational facilities, and Title 10 is improving statistical services.

Let us go back to Title 2, the biggest one, approximately seven-eighths of the money appropriated by the Congress has to do with Title 2, Loans to Students. Authorizations for this year totaled 75-million dollars, \$45-million last year. We received \$6-million on the initial allocation, and twenty-four and a half million on the supplemental. Colleges in this country, 1227 of them, asked for roughly \$62-million. So on the initial allocation we could only serve approximately ten per cent of the requests. I am sure there will be some questions on this problem later on.

I might say again that the law restricts the people administering the program to merely honoring requests. The colleges request help on the basis of their needs for loan assistance. Every college is different in this respect. The law is good, you see. We are not providing this on a straight across the board per capita basis. It is strictly on the basis of requests from the colleges for loan assistance.

The terms of the loan, as you know, are very easy, 3% beginning one year after the student graduates from college. He has ten years to repay it. No interest is charged while he is in college, or while he is in the service. All the details of the

administration rest with the college. The government does not want to see the notes. It is strictly a college operation. In effect, the U. S. government is building some 1800 treasury outposts, as it were, all over the country. Each of these outposts have federal funds to the extent of nine-tenths of a loan fund. The college puts in one-tenth, as its share in the capital.

Some of the other peculiar arrangements here, the teacher forgiveness clause which Miss Hudson has already referred to -- just last week we finally took the bugs out of this particular provision, and we now have interpreted this to make it very liberal. Ten per cent of the principal is forgiven each year, until fifty per cent of the loan has been forgiven, plus all interest which has accrued on the entire loan during the time the student is subject to the forgiveness clause.

Another bug is the oath and affidavit problem. We have heard a lot about this. The law still stands, every student who receives assistance under any phase of the National Defense Act, as is the fact with the National Science Foundation, must sign an oath and affidavit. These are piling up in our office. We are rapidly becoming file cabinet prone. We just do not know where to put all these forms here. They are just piling up on us.

All right, why is the federal government in this business of building these resources in financial aid? You already heard why. -- the great need for assistance in this area. Mr. Morse has referred to it. We cannot possibly come around to providing all the help that is necessary. The immediate reason undoubtedly is the evidence of Russia's superiority in satellite activity. This has of course spurred on the Congress. They called it a National Defense Act. Even before that, long before that, the administration had been working on an aid program. Still I feel this is the immediate reason why the government is in the business.

So there is another clause in this National Defense Title 2 Program, special consideration, you see, shall be given to students who have special aptitude in science, and in mathematics, and in engineering, and also modern foreign languages.

Again, directly involved with the National Defense aspect of it, is the idea that we need to have better informed, and more teachers. So we have the forgiveness clause.

We have done a lot to publicize the thing. Already Dean Munro has provided an excellent article on the National Defense Act, and how it will serve the colleges in the country. (Illustrating) Vice President Morse came out with this little booklet,

which you will receive shortly. Our office intends to send one to every college in the country. Our office has done a lot to publicize it also through these little manuals and pamphlets here. It is a big job, and we are slowly getting the word around to all of you on what is going on.

The Kiplinger Foundation, through the Counseling and Guidance Foundation, will be sponsoring another little booklet as a guide to financial aid officers, in administering all phases of aid. Mr. Babich in our office is directly involved in that. If any of you know of interesting aid programs that he could draw upon to write up in this report, I should like to know about that today too.

To wind up here, I have a few problems I would like to pose. (1) Will private donors decide now, since the government is in the act in this huge scale, to pull out? What will happen to National Motors, and all the rest? Will the government be kept from exerting any control over higher education?

Let me say that the people in the Office of Education are so concerned that it is going to look like they are controlling, that they are going to do everything possible to keep from it -- we cannot even mention the word. It is clearly away from their minds. We know that whenever you inject millions of dollars -- \$70-million -- into a program like this, some control will undoubtedly result.

Will the colleges use this great amount of money as another inducement to increase fees, raise costs now since the government is in on the act? Will the colleges accept their responsibilities in efficient operations, efficient accounting techniques, and do what Mr. Morse referred to, make it all part of a package, jobs, loans, scholarships?

Will the American college student borrow? Miss Hudson already referred to the fact that women certainly are borrowing. There was a fear at first that loans would never go, that college students would not borrow, but obviously they are. Will this continue?

Will Title 4, the Fellowship program be changed, that is, the graduate fellowship program, be changed to bring in the need aspect of this? As you know, now a state grant in title 4, does not have reference to a graduate student's need.

I will stop at that, John, and turn it over for questions.

MODERATOR MUNRO: Thank you. I think the time has come for the people who have not spoken so far to ask any questions, or rebut any part of this that they may wish, if there are problems or questions. Do we have a start here?

DEAN JOHN TRUITT (Michigan State University): John, I received from the U. S. Education office this little pamphlet that you have there, and also a folder that says, "Do you Want to Go to College?" and so forth, with a letter stating that this was going to be sent to the high schools of Michigan. Well, so far as we know, the high schools terminated the semester before they ever received these. Consequently we have a large number of students in Michigan in high schools who know nothing about this National Defense loan. This coupled with an unexpected \$200,000 supplemental loan, has got us in some sort of a bind. The question I am asking is this: In terms of reallocating this money that is not used, is that going to be delayed now because of the publicity that was not sent out to the high schools, so that the people do not know about it?

DR. DOENGES: We sent out to all the high schools, post offices and libraries as well, in the middle of May -- that was a little late, but we felt until the Congress was going to pass this supplemental, at least we hope that most of the high school people were aware of the National Defense Act. At least, we have received a lot of word from high school principals that they did get it in time.

As you know, we had hoped to have the supplemental by April 1, because the supplemental was tied up in a package, the entire President's budget, supplemental budget. There were several items I think in the labor department's request which held it up. We did not get word until the third week in May that the twenty-four and a half million under Title 2 was available. This is four times what you received before, the six million dollars. We felt we just could not send out all this information before we were sure of having the supplemental. Then the high school people would have bombarded you with requests for money which you did not have. This has been atypical. This was one of those years when we were just starting out. The Congress did not come through when we thought they would. I feel next year we will not have the problem any more.

We are planning to send out the 1959-60 first allocation the first week in September. The money you have on hand now will be reflected in your 1959-60 application form, which you have received, the \$200,000 you mentioned. So let us say that

next year will begin the service of typical years. Along that point, we are building, as you know, at all college campuses, funds which will turn over. In other words, we are not prohibited to use this money just this semester. This is usable for the summer, and next year, and the year after. This money will be used from now on in, for the next ten, fifteen years. The law says 1966 you begin to turn back to the government its share.

As you know, what happens in any successful program like this, the Congress may extend it. But we are building up these capital funds. You will use them without restriction to time.

VICE PRESIDENT FLOYD L. STANTON (S.J., Marquette University): I would like to ask Dr. Morse a question. In giving financial aid to a student, it might be composed both of a scholarship, loan, and employment help. Do you feel that in the future, at least while the college is able to control the loan and the scholarship, that there should be some effort made to give the student a guarantee of employment? Or should it just be that you say, well, we have a placement center or employment bureau, and it is up to the student to try to seek employment through that bureau.

VICE PRESIDENT MORSE: It is almost axiomatic with me, that if you follow through this idea of packaging, packaging the entire financial aid program, you must give assurance of work. This really implies an inventory of the jobs available on your campus, and a knowledge of what jobs are going to be available during the following year. Then an assignment, a promise, if you will, to the student prior to the opening of the college year, that he may have this much work opportunity.

Now quite obviously, in addition to this, you will have jobs that open up, that you were unable to plan on, and I would say in my own thinking, that kind of job is assigned to needy students who turn up after the college year is opened, just as emergency loans are granted to needy students who pop up after the college year has opened.

I do think, too, that one must be very careful not to force a job on a student who may very well know that his capacity as a student will not allow him to carry as much outside work as possibly you are making available to him. So the job opportunity may often be an alternative to a larger loan, but all of this is merely illustrative of my feeling that the whole area of financial aid, including jobs, must be in the student personnel office where the man handling the aid opportunities knows the student concerned.

MODERATOR MUNRO: I would like to add to that, from our experience here at Harvard College, that the individual university officer who did more to help develop a student job program of real consequence, where we were able to assure a student a job, was the University Personnel Director, who got into contact with me as soon as I was appointed Financial Aid Officer, and we had a long talk. I never realized how lucky I was in this particular individual. He took an extraordinarily statesmanlike view of the matter, that the university existed to serve the students, and that any jobs at his office could convert from full time to part time, and turn over to students; that conversion should be made just as fast as we could supply the manpower.

I feel about this now to the point where I would say that one of the main qualifications for an individual to be the personnel director for a college or a university would be that he would accept this principle. This extends down the line into his supervisor's of employment. That is, the men who supervise the work in the dormitories or the dining halls, simply have to be people who can work with students. This is a separate kind of supervision, a new kind, from what these people are apt to have been involved in before. Students are often aggravating. They are young and inexperienced, and eager, but sometimes not as responsible as one would like, and when a supervisor of students is an educator as well as a supervisor -- and this principle is now enforced for the most part, and most of the employment in Harvard University exercises that the supervisor himself demonstrates qualification for the job by his ability to deal with students, and in large numbers.

This would take Jack Morse's point just that one stage further, that in my judgment, if I had the responsibility now for managing a college, I would insist that my personnel person saw this point, and put it into effect. It is that important, and with that kind of cooperation from the personnel office, there is great possibility of expansion, because most colleges and universities do have a lot of jobs. But someone has to take it right at that root where the jobs come in, and break that job down, if it is possible, and turn it over to students. This is a very important resource.

Could I interrupt for just a minute and ask Jack Morse to tell us, if he would -- I want to do this before we get away -- about RPI's loan program of its own. Would you be good enough to talk to us for a minute about this, Jack?

VICE PRESIDENT MORSE: Yes. The problem at RPI may well

be a problem which some of you in this room have. We are an extremely high cost institution, with a far from well to do student body. We assign a sizable amount of our income to general scholarships in addition to the scholarships we have from our restricted endowed funds, and from industrial grants.

For the past fifteen years, if we were to stay solvent at all, it was manifest that we must introduce a large scale loan program, or else change the character of our student body entirely from those who seemed reasonably capable, to those who seemed reasonably wealthy.

When we began, we had a loan fund of about \$60,000. We now have built it up to \$129,000. We have outstanding on our books at the present time loans of \$1,222,000, this is outstanding to students still in college and to alumni, as many as five years out. This sleight of hand, lending \$1,222,000 on a loan fund of \$129,000, has required a fair degree of faith on our part, (Laughter) because what we have done is to use the college's credit and go to the banks and borrow money from the banks, which we in turn lend to students.

It seemed to me a perfectly logical thing to do. We are in business for students. We have no real reason for existence except to educate students, and it does not seem to me entirely astonishing as it does to some who hear this program, that we should have used our credit for just this purpose. I presume that the only reason that John asked me to talk about this is that there are a sizable number of colleges that have needy students who are willing to borrow, who want to borrow, colleges which do not have any loan funds.

It is not too tough to work out this kind of a program with your local banks. That is enough, now.

MODERATOR MUNRO: That is fine. Thank you very much.

DEAN JAMES E. FOY (Director of Student Affairs, Auburn): Mr. Doenges, is there any possibility that the Act might be extended to the point that students who want to go to college teaching and perhaps administration, might have fifty per cent of their loans forgiven in five years of service?

DR. DOENGES: The question is, is there any possibility of the forgiveness feature being extended to others, other than elementary and secondary school teachers? So far as the Congress is concerned, we have not heard any rumblings from that area. We

do hear from lobby groups however, which are interested in this. I know of one Senator who is anxious to extend the forgiveness clause for people going into medical research. That is the extent of it now. We are also told by the sponsors of the bill that so far as they are concerned, there will be no changes or amendments for at least one year.

DEAN JAMES T. PENNEY (University of South Carolina): Mr. Doenges, I believe you said that the 1959-60 allotment would be mailed about September 1st. Is there any chance of that being earlier? I ask that for this reason: We are not allowed by law to promise anything we do not possess.

DR. DOENGES: We do not expect you to promise anything you do not possess. Let me tell you about that. The Congress is expected to pass the budget for next year shortly, within the next two weeks. We have asked for \$31-million for next year. We will not have all of the applications for 1959-60 processed until about the middle of August. So we are being pushed from an administrative angle to get this material out to you. So I do not see how we could get it to you any sooner than the first week in September.

Now, once you get our letter obligating the government to the amount of money you will have next year, you can use that as your device to commit funds. The check may follow a week later. As I see it now, the earliest we can get it to you will be the first week in September. That will be the letter. The money will come about the second week. We have had very good help from our fiscal office on the supplemental check. You got our letter about the first week in May, and most of you got your check about a week later. We have been promised by the fiscal office to have the same kind of service in September.

ASSISTANT DEAN BENJAMIN G. MCGINNIS (Kent State University): We have received our supplemental money, but we are in the peculiar position of not having at this moment the matching funds to cover it. Now, the question is, how long could we keep this money before we have to do something with it, return it or something else? If we can keep this money, we will have about what we need to take care of us for this coming fiscal year. If we cannot, we are going to have to reapply. However, we cannot get it applied for fiscal '59. So we have a little dilemma.

DR. DOENGES: I have a feeling that Kent State is not the only school in this fix. The agreement which you sign says that you will immediately put into the fund one-tenth of the government check. We have been a little more liberal in

Washington. We have said this, you cannot use the money for loans until your money is in the pot with the federal money. Now, in regard to this point, we have discovered that a number of colleges in the country are going directly to alumni. Alumni have been told that if you give us one dollar, we can secure nine dollars from the federal treasury for loans to our students. I know one institution which had, a week after this letter went out, five times the money that it really needed for its one-tenth. So I throw this out as a possibility. If your state law prohibits your borrowing from the government -- and that is the case in the state of Ohio -- there is always a chance you can get it from your alumni, you see. Or perhaps your alumni foundation can borrow in its name from the banks and give the money to the college, which in turn can use it to put in its National Defense loan fund. This is another angle.

I realize this is a problem, and it is always easy to say, go out to your alumni, but if your college cannot borrow, perhaps your alumni foundation can.

ASSISTANT DEAN MCGINNIS: We are in the process of attempting that.

DR. DOENGES: Good luck.

DEAN HERBERT F. SCHWOMEYER (Butler University): We are in the process of organizing all of our materials, as you suggested, into one piece of literature, which will tell them about everything, scholarships, student aid, loans and so forth.

When we make up this program, I realize we are setting up our own machinery, but will your pamphlet tell about the overall structure of the program sufficiently well so that we do not have to include that, or will we be duplicating the same information that you have there?

DR. DOENGES: This little factual Defense Loan pamphlet was printed I think in terms of 152,000 copies. That is available to you in bulk if you like. Ask for more copies. You are free to use anything in any of our publications in your own publications. Nothing is copyrighted. Our anxiety is to get it to all the people who can use the money and help. Some colleges have put out some very interesting brochures about the program. This is fine.

DEAN THEO W. ZILLMAN (University of Wisconsin): I hope I am talking for many people, and I think I am, when I ask Mr.

Doenges to, for goodness' sakes, do all he can from his level to rescind this disloyalty disclaimer provision in this act.

Secondly, a question. How do you get this Kiplinger book?

DR. DOENGES: Let me answer your first point. On the oath and affidavit, Senators Clark and Kennedy are seeking to amend the law now. So far as I said, Representative Elliott does not think it will happen. But you can be assured that if it is amended, the office in Washington will not be unhappy.

On the Kiplinger thing, this is in the works. The money is being made available to the Personnel Guidance Association by us, by Mr. Babich, who in turn will develop this Guide for Financial Officers. This is not out yet.

One interesting book is "An Aid to Administrators of National Student Loans," by John Morse here. This is available now. We shall send a copy of this to every college in the country. As I understand it, the College Board has already sent copies to all member schools.

VICE PRESIDENT MORSE: I wish you would make it clear, there are no royalties here. (Laughter)

DR. DOENGES: Five dollars. (Laughter) No, it is free.

VICE PRESIDENT MORSE: We throw in two of these for the same price. (Laughter)

DR. DOENGES: So these are available. The Kiplinger report will be available in six or seven months we think.

DEAN CHARLES R. WELLHAUSEN (Stevens Institute of Tech.): I wanted to ask Jack Morse, how do you break up this package deal? How much scholarship, how much loan? I realize it is complex, but what are the main factors that you use?

VICE PRESIDENT MORSE: I do think it is complex, and the only hint I gave of it in going over it before was my concern that as opposed to the suggestions of one well-known expert, who has his office not far from where we are sitting at the moment, who has in the past advocated enormous loans, covering almost a lifetime of repayment, it seems to me essential that we keep loans in context.

One interesting possibility, for instance, would be to

say every youngster who comes to this college in need of financial assistance must provide over and above what his family can do for him out of their income and assets, must provide \$700 per year of his own, and he may provide this through a combination of summer job, term-time job, and loan.

Now, if you had some such concept as that, then you would find that the hounster who came in from a very poor family and needed to balance his budget at Stevens, \$1400 would be eligible for a \$700 scholarship. And the youngster who came into Stevens with relatively little financial need, let us say only \$900, would provide this \$700 by the combination job and loan, and would be eligible for only a \$200 scholarship.

My concern is simply to try somehow to equalize the amounts of debt that each youngster builds up so that the elasticity, if you will, is provided in the scholarship grant, and a fairly stable amount is provided in a loan assignment. Was that clear? I am not sure that I made it clear.

MODERATOR MUNRO: I think it is so central to our concern to think for a minute about the packaging that I would like to think for a minute about the packaging, and I would like to say a word about it myself, and then restrict questions to this point for a few minutes until we run out of questions on this point, because I am persuaded, as Mr. Morse is, that the central administrative problem of managing financial aid for students is to get the administration of those aids in one office under one faculty committee.

This is not at all complicated to administer, once you have it, but it may be awfully complicated to break down the old lines of interest and habit within the university or the college. But it is electric what happens when you focus the responsibility for all the financial aid in one officer of the college, and it is remarkable how simple things become for everybody, including the student, including the college, and the various people in the college who are concerned with this when you bring this off.

Let me illustrate, and then stop. Harvard, ten years ago, had four or five separate operations managing this business, and I should suppose that many of you have that still. One group of people did the scholarships. They were indeed separate from the admission committee or anybody else. Another group of people did the loans. In fact, there were two or three groups of people separate, assistant deans, the fiscal officer, and a trust in Boston did our long operation, so that a man who wanted a

scholarship went to two or three offices to be sure he covered all the possibilities. If he wanted a loan, he would go to two or three other offices. If he wanted a job, he went still to another office, and this office had about 150 jobs under good control that they could promise anybody. And so it went. There were at least six or seven separate authorities that worked here, a matter of confusion to people within the college, officers, faculty, and certainly to the student and his family who were trying to get any help.

Okay, you make up your mind to bring this all together, and you do give one officer responsibility for managing and developing and administering these resources under a supervisory faculty committee, which keeps the faculty eye on this, and suddenly things start to move very fast. You now have a man to whom the admissions director can go and say, "I have to have 300 jobs," and you have to get them, and then you start making arrangements with the personnel people, or you get the staff that you need. You feel a responsibility to develop loans, and when you have one office where you talk to the student about his whole program, and you decide to take a line on loans, then you start getting out literature on loans to parents and students. You start getting loan money, and the first thing you know, students start to take loans.

If the college is taking a firm line, and it cannot play one authority off against another, and you tell a student, this is going to be a \$200 loan, of a \$300 loan in your package, then usually he will take it. He does what the authority suggests.

You then are in a position to do as Jack Morse suggested, to weigh the student's protests about job, and the hours of a job, and the weight of his schedule in considering how much scholarship and loan he will have. Otherwise you do not have a chance to weigh this, and this becomes now the way of saving scholarship money in tens and hundreds of thousands of dollars, because you have the authority and responsibility for recommending the scholarships also in charge of these other elements of self help, of measuring the family possibility of aid, of family support. And suddenly out of chaos and snarl comes a fairly efficient and effective system.

My only feeling about it -- and this has been very strong for ten years -- is that without this centralization you cannot do anything. Incidentally, as a result of this, our loaning experience went from \$10,000 a year in 1948-49 to something close to \$500,000 a year. The same college, virtually the same size, the same number of needy students. This was entirely a

result of centralization, and to a large extent a shifting from scholarship aid, which we ran out of, to loan aid, but also to a large extent flexibility, increasing aid to needy students. So that we have more needy students here now than we did then, although our bill has just about doubled since then.

Could we confine our questions now to this problem.

DEAN J. D. LEITH (Lehigh University): A question to Mr. Morse. To what extent is the cancelable loan procedure being used? Is this on an increasing trend, or decreasing? Has the experience been successful? I am thinking of its use in connection with the college's general aid funds, giving a cancelable loan instead of a scholarship to a boy whose academic performance has been on the down trend. You want to stimulate an under-achiever.

VICE PRESIDENT MORSE: Oh, I get it. You tell them that this is a loan. He is now a sophomore and doing less well than you expected. You tell him this is a loan, but if he pulls himself up by his own bootstraps and digs his heels in, some of it will be retroactively converted to a scholarship, is that it?

DEAN LEITH: Yes.

VICE PRESIDENT MORSE: I do not know because I have never done this. I would not be inclined to do it. So I cannot answer the question. Maybe John can.

MODERATOR MUNRO: No, we never do it. Has anyone here worked this? We have awarded loans in situations of this kind, rather than scholarships to keep a man afloat, after he loses a scholarship in the scholarship committee; but not of the kind being described here.

DEAN LAWRENCE RIGGS (DePauw University): When you have this centralized office, do you experience any difficulty in the assignment of students to supervisory personnel, without an interview between the two of them? I mean, will they accept anybody you take? Do you have a full description of the job and job duties, so you make it clear to the student what his obligations are in some detail, or do you send him over to the supervisor involved, and then determine whether it works out. I am aware that at least sometimes there would be job requirements in the mind of the supervisor that would require either certain abilities, skills, or attitudes on the part of the student. Do you determine these, or let the supervisor determine these?

MODERATOR MUNRO: In bulk cases, we do. I should say

that the personnel officer of the university reserves its right to hire, to have a hiring interview on any student.

DEAN RIGGS: You refer the cases to them?

MODERATOR MUNRO: But in bulk cases this is not very efficient. We put some 700 or 800 students into jobs in their area now, in the dining halls, the dormitories, all kinds of places, and they tell us the job description and we send them straight to the foreman, say, with a slip. Then if the boy is satisfactory for a part time job, the personnel office then gets notified and they do not clutter the whole operation, sending scores and scores of students through, especially at the start of the year. In that case, we become in effect an agency for the personnel office, until their records necessitate getting the boy on a card, and getting his withholding set up and all that.

For a good many jobs though, we send the student -- and this would be for say 100 or 200 quite special jobs, not routine, we do send the boy directly to the interviewer, the staff person at the personnel office, but they call us, you see. They treat us as a kind of a preferred corner of the job market, if you think of it that way. When they have a job, it comes in, and their staff looks at it, can it be broken down, or not? If it can, they ask the employer within the university whether he would be willing -- they do this for us, they say, would you be willing to break this three ways? If you can do that, we can get some students. The employer says, yes. All right, then the personnel office sends us the description of what they want, and we send the people to them, and they do it, if it is a kind of special thing. Does that answer your question? This is roughly how it works.

DEAN RIGGS: Yes, thank you.

DEAN HUDSON: We have one additional type of follow-up on this which we have found very useful. This is a requirement that the person who uses that student send in an appraisal of the student's functioning on that job. This enables the committee on scholarship and aids to maintain some kind of control over the student's performance on the job. We believe that this being a work situation the student can learn a good deal about the disciplines which will prevail in employment after college. Therefore some check back through the committee as to the student's performance is a good guide to us the following year as to whether that student deserves accession to a job on campus. This record also becomes a part of the student's permanent file and is quite helpful in recommending the student later on for employment after college.

MODERATOR MUNRO: There is no doubt I would say that one of your important problems in dealing with a large number of student employees in an assured job situation of this kind, is morale on the job. Each student that we put on the job in an assured situation is required to read and sign a statement of his obligations with respect to the job, and this includes what you would think.

Then we do the same thing that Miss Hudson does, is to request of every employer who has a student -- this might be a dining hall supervisor, or janitor, or whoever -- to give us a report. It is a very brief form. It is sort of an A,B,C thing. A is fine, B is okay, and C is poor. On the C we ask them for a statement of why they gave the student a poor rating. Now, if this is bad enough, we then check it back and make this a quite serious matter of record in the student's folder.

I would say that out of 1000 or 1200 such reports that we get each year, five or ten are bad, and two or three of those would have a bad effect on the students, where he would be really difficult and hard to manage, and had been through two or three jobs, and was showing great irresponsibility. Then the committee would react. If it is just a kind of a so, so bad chemistry, okay, they do not care too much about it. That does give you a little control over it.

DEAN ROBERT N. HUBBELL (Lawrence College): Either gentleman on the package situation. Would you elaborate a little more on where the scholarship stops, and where the honor, the job would take over, and the various aspects of this?

VICE PRESIDENT MORSE: I was thinking afterwards, after I tried to answer Chuck Wellhausen that the situation in New York state is a rather good illustration. New York state grants scholarships on the basis of competitive examinations, but the size of the scholarship is determined entirely on the parents' financial means, as reflected in their net taxable income. The New York state deductions have been, up until the present time, quite generous, so they started, the maximum award goes to a family which has a net taxable income of \$1,000, which incidentally means a gross income roughly of \$5,000, if you are assuming a two-child family. That maximum award is \$850.00. The size of the award goes down slowly, until it hits a minimum of \$250, at roughly the \$9,500 a year level.

This means that after you take into consideration the amount of money coming to him from the state, and the amount he can earn from summer work, and the amount his family can give

him from parental income, it means that every youngster who ends up with a New York State Regent Scholarship, an engineering scholarship, has roughly \$1600 available to him as he heads for college, regardless of whether his family has an income of \$5,000 a year or an income of \$10,000 a year. To me, this is a very handy guideline. I think it would be completely defensible to say every winner of a New York State Regent Scholarship has received all of the gift money he is entitled to that has come from the state. The balancing of his budget must be, if it is a \$2,000 a year college, either in the form of a loan or in the form of part time work, or both. Does this answer the question?

DEAN HUBBELL: Thank you.

DIRECTOR JOHN D. HICKEY (Long Island University): If I may follow up that question to Mr. Morse. I think this is a good deal, and I like the idea of a package. I wonder, would we have a youngster saying or feeling that because of the arrangement, he is given part scholarship, but he must work part time, he must agree to work in order to get the scholarship, that he is putting himself in a less advantageous position, as far as achieving additional scholarship aid? He has taken the package and thus puts himself somewhat at a disadvantage?

VICE PRESIDENT MORSE: This is why I said earlier, in my own thinking -- I am not sure you all agree with this -- I am not keen on saying that he must work. I think he should always be given the opportunity of working or borrowing. I think a forced job may often defeat all kinds of things, just as I think it would be immoral to force a loan. You say simply, as we see your situation, you have \$1600 available, and we know it is going to cost you \$2,000 a year to come here. We will authorize a loan of \$400 for you. If you would rather go out and hold up the service station and get the \$400 that way, that is up to you (laughter), but I do not think you should force the job, or force the loan. I think jobs and loans can be quite properly alternates. I know other colleges feel a man ought to be required to work in order to be eligible for any scholarship. I do not.

DEAN JOHN W. ALEXANDER (Columbia College): More comment and question on that point of forcing a loan. I think that any student should be free to do any kind of imaginative enterprise in the summer, such as a trip to Europe or a job that does not pay anything. But I think he should be permitted to take a loan in order to do that thing, and not forced to work.

VICE PRESIDENT MORSE: I agree wholeheartedly, and I

think it is the attitude at Harvard that we anticipate that our present sophomores are going to earn \$300 this summer. If they did something which was quite constructive in their whole educational plan, and came in at the end of the summer and said, "I didn't earn a nickel this summer because I was working in a boys' camp," or "I went to Europe on a tramp steamer," we would be inclined to say, okay, you are eligible for another \$300 of loan. Under no circumstances would we say, we will jack up your scholarship \$300.

DIRECTOR PHILIP PRICE (New York University): I understand you would not take any censure against a boy who did not do a good job on this employment, if he worked a couple of weeks and quit?

VICE PRESIDENT MORSE: I cannot imagine what I said to give you that impression.

DIRECTOR PRICE: You would?

VICE PRESIDENT MORSE: My, yes! Did other people get that impression? I think it is just as fundamental that a boy assigned a job do as good a job on that job as a boy assigned a scholarship do a good job academically.

MODERATOR MUNRO: You have a fair number of freshmen who get assigned to jobs and then find that they cannot handle them, and this is typically two or three weeks into the fall term. I would say there that what is important here is the manner of the leaving. We described this pretty plainly in language in the statement that the boy reads and agrees to, that he will give notice; once he has accepted a job, he will give notice, give us a chance to find a replacement. This is quite important to the whole system, because our relationship with personnel depends on the continuation of the whole system, and if we have a whole lot of people leaving, you see, then we lose our relationship, and this is spelled out for them. That is why it is important. That is why it may take you a week or two weeks to get off the job, after you give notice, but it will be a limited time. Then if a student, having agreed to this, just walks off, then this becomes a very serious matter.

DIRECTOR PRICE: What do you do when a boy walks off the job?

MODERATOR MUNRO: If he walks off, we call him in and say, what happened? We got a report from the supervisor that he walked out, and we find out what happened.

If it turned out that he just walked off, we make a note in the folder, and deprive him of the service in the office. This is the employment part of it. We say, you broke the agreement. You get your own job now. What you did helped to hurt this assured job program that we have been trying to build up, and so you are outside of it. Now, you can use the bulletin board, or any of the catch as catch can stuff, but we will not put you on another assured job for a year or more, or at least until we are satisfied that when we do, we can recommend you.

DIRECTOR PRICE: But you would not go so far as to take away the other privileges of financial aid from him?

MODERATOR MUNRO: We would not. We would try to isolate that within that situation. Next time he wanted a job, he would get his own, catch as catch can, and there are quite a lot of them in the metropolitan area. This may not be a serious penalty. The assured part of the program is the part he hurt, and he can see this.

DIRECTOR HICKEY (Long Island University): In this situation, have you had experience from youngsters who decided that they would rather have more loan and thus they try to wriggle out of the job commitment, and come in and say, "I would like more loan or scholarship?"

MODERATOR MUNRO: Yes. We would not put the words "wriggle out of" in this. (Laughter) This puts a bad face on it. When the student is in real agony, maybe he has a big scholarship riding on this, and he finds the job is taking too much of his time, and he wants out of that job, as you or I would want out, the apparatus has to let him come in and say, "I would like more loan, or I am going to work harder next summer," or something, and "I want to get out of that job," unless you are running a system of forced servitude -- and that went out many years ago (laughter) --

DIRECTOR I. CLARK DAVIS (Southern Illinois University): This is a terminal announcement perhaps, but it is hoped that the NASPA Committee on Scholarships and Financial Aids could meet at luncheon at 12:15, and you gentlemen and lady of the panel are entitled to attend, and we will try to resolve some of this.

MODERATOR MUNRO: Is there objection to running for another five or ten minutes? You have a meeting at eleven o'clock, do you not, at Baker Library. That is right in the next building, as you know. We are prepared to stay for a few minutes here.

DEAN THEO W. ZILLMAN (University of Wisconsin): I would like to ask Jack Morse, do you people require parents to sign your notes in this program, where you have mushroomed \$60,000 to \$1-million?

VICE PRESIDENT MORSE: No, sir.

DEAN ZILLMAN: Then what has been your repayment experience, and can you give the rest of us some caveats in this area. There are some people who feel that we may be coming into the day when many a bright student may get the opinion that the good Lord and the federal government, or somebody, owes him an education, and as far as repaying what he has borrowed, that is going to be one of the last things he thinks about.

VICE PRESIDENT MORSE: The Lord knows, there is always a minority, and sometimes a majority on any board of trustees, or in any treasurer's office, who worry about this, and it is a reasonable thing to worry about. We have had in the roughly twenty years that we have been building this program, we have had less than two per cent default on our total loan program. As a matter of fact, most of it is being repaid at a more rapid rate than our terms of repayment call for.

I should say this. We do charge one per cent of the face value of the loan at the time we make the loan, which goes into a reserve fund, not for the purposes really of wiping off bad debts, but to cover the rare number of cases when a youngster (since we have no security, no co-signers) gets smashed up in an automobile accident or just runs into miserably bad luck financially, and we of our own accord say, let's write it off. We just lost a youngster the other day who left a wife and an infant and owed us \$1400. We wrote the thing off. We never even let the estate know about it.

This one per cent of the face value of the note has built into a very neat reserve fund. We have never come anywhere near using it. But I think the experience of every college that has loaned money on the basis of the moral integrity of its students, rather than co-signatures and credit checks, and Dun and Bradstreet ratings, has had the same kind of experience in repayment.

MODERATOR MUNRO: I can second that, and this goes for a good many college experiences that I have looked at.

DEAN ZILLMAN: I wonder if you people made any special

effort at the time the loan was made, sometime to do some education of the prospective borrower? I have the feeling that often times our kids get money so easily at the commencement of a semester, under the rush that we are all facing, that this part of the process may be more honored in the breach and the observance. What experience have you had, and how have you counteracted this?

MODERATOR MUNRO: It is not particularly easy to get a loan by us. A man has to fill out an application form, which states the conditions. If he has not talked to one of us before, he has to come in and talk. We do make an evaluation on it. He has been through something, and he signs a note, and if we do not educate him then, the bursar does later.

VICE PRESIDENT MORSE: One more question, John. We make just as rugged an evaluation for need of loan as we do for scholarship, because we just do not have this much money. We need to know that he needs to have every nickel of it. If he says he needs \$100 that he says he will pay back before the end of the semester, this is one thing. I am talking about the long term loan.

DEAN ALLEN L. BEAVERS, JR. (Boston University): I wonder if you would comment on the fact that you mentioned before, loans were based on income say of \$5,000. Is there any consideration given to the fact that the family might own securities or stocks and bonds? Any reference given to this at all?

VICE PRESIDENT MORSE: Yes. I earlier said that I thought the development of need analysis, we must know not only tax family income, but that we must tax family assets, and tax them hard, on the principle that assets are not sacred but fundamentally exist to help the next generation get an education.

DEAN BEAVERS: How do you get this information?

VICE PRESIDENT MORSE: On the college scholarship service financial form we ask every conceivable question on a family's financial situation.

MODERATOR MUNRO: I have just one concluding comment to make, and that is this. It seems to me that one of the reasons I have been so deeply concerned about financial aid, and many of us, is a conviction that the democratic process in our country really depends upon getting the young people of ability into college. This is now much more difficult financially than it was ten years

ago; and ten years from now will be much more difficult than it is now. We know from what we have experienced that it is within the power of colleges, using their administrative intelligence and know-how, and the apparatus that they now have, to multiply greatly, without any more aid than we have already, the effect of the financial aid resources. We know, or suspect now that we are doing a mighty poor job from the colleges in searching out talent. This in itself is a problem that the colleges are tending not to look at squarely, I think.

My final word here would be that it seems to me that as responsible officers of a great institutional framework within our society, the democratic society, we all of us have a serious and a big responsibility to see what can be done within our own institutions to increase the financial aid resources for needy students, to increase the efficiency with which those moneys are pointed towards needy students in the high schools, and then to do all that we can to cooperate with one another to see to it that a joint effort of some kind is made by the colleges to see to it that able students really go to college in this country, and that these fine intelligences do not go to waste.

I thank all the panel members for their work. (Applause)

... The Conference recessed at ten-fifty-five
o'clock ...

MONDAY MORNING BUSINESS SESSION

June 29, 1959

The Conference reconvened at eleven-fifteen o'clock, President Fred H. Turner presiding.

PRESIDENT TURNER: We are late getting started. I know there are people outside yet, but let us get under way. I would like to say to the new members, the man who joined us this morning is Leo Isen who, although officially not a member of this organization, he and his brother Joe have been with us for 22 years. We are glad to have Leo back with us again.

The second thing I want to do is appoint Don DuShane, last year's President, as parliamentarian, if we have need for such. I do not know that we will, but if we should, Don, will you please try to keep me out of difficulty as far as getting tangled up in Robert's Rules of Order, or anybody else's rules of order. (Laughter)

We do have a special order of business this morning. Before we got into that, I had hoped we would have the time to introduce our special guests. I do not know if they are all in the room or not. This meeting is unique in that we have a great many special guests here. Mark, you are close to the door. Will you see if any others are outside, and if there are, will you ask them to get in so they can be here when we introduce our special guests. He is big enough to do it.

DEAN NOWOTNY: Appoint him as sergeant-at-arms.

PRESIDENT TURNER: We might just do that. I mentioned that I was not sure all of our special guests will be in the room, and there is a reason for that, totally unexpected. Ordinarily we have thought of the business meeting as a general session, rather than a special session; and I assume some of our special guests thought of the business meeting as just that, rather than a general session, and they might not be here.

Here are our guests from the U. S. offices: From the U. S. Office of Education, Paul MacMinn, Specialist in Higher education. Is Paul here? He left. Dr. Byron Doenges, who was on the program at nine o'clock. Dr. Harold Goldthorpe. I have not seen him yet. I do not know whether he came in or not. Dr. Donald W. Robinson, who has been here the entire time up until now.

From the American Council on Education, Dr. Edward D. Eddy, from the University of New Hampshire. Is he in the room? I do not believe we have any of our special guests in the room, except our representative from the Deans of Women, who is back here in the back row. Dean Ruth Bean, from Massachusetts Institute of Technology. We can at least welcome her. (Applause as she arose)

Is Bill Adams here, registrar from the Registrar's group, from the University of Alabama. (Applause as he arose)

From APGA and ACPA, Dr. Clifton W. Emery of Tufts University. Is he here? Also Dr. Edward C. Bryant from Boston University. Is he here?

I am afraid these people interpreted this as being a private affair, and it is not at all.

From the U. S. National Students Association, Robert Kille of Notre Dame, and Fred Werner. They seem not to be here.

The Association of College and University Housing Officers, Mr. Joseph Nye was scheduled from Columbia. I have not seen him, but Past President Bill Wells, University of Maine, is here. Is he in the room?

Shall we continue with this in the hopes that some may be here, or shall we pass this up? Is Leo Dowling in the room, from the Foreign Students Advisers. We helped bring that organization into existence.

From the National Interfraternity Conference, J. Edward Murphy the President. I believe we had better hold this. We want them to be recognized, but I am afraid they are just not here. Are there any other representatives from other Associations in the room? Apparently there are not. We will recognize them at a later date. I am sorry about this, because we had hoped to recognize these people at an early meeting and make them feel that we do appreciate having them here. Passing that up at the present time, let us move on to the special order of business, which is the report of the Committee on Nominations and Place. Dean Arno Nowotny, University of Texas, 31 years active in the Association, and President in 1947, at the 29th meeting. Shorty.

DEAN ARNO NOWOTNY (Report of Committee on Nominations and Place): Fred, I have a colleague who had defined a committee

as a group of unfit people, to appoint the unwilling, to do the unnecessary. Well, we are ready to so report. (Laughter)

The first thing that we would report is the place of meetings. We find out, because of commitments for hotels, that it is a good thing to make recommendations far in advance. So we are already committed for 1960, by previous actions to go to Columbus, Ohio, which we call the Joe Park Memorial Convention, with Bill Guthrie and Mylin Ross as hosts.

In 1961, right after the AGPA meeting, or ACPA meeting in Denver, our group will meet at the Broadmoor, Colorado Springs, with Juan Reid as host.

Then in 1962, in Philadelphia, with Carl Grip and other ladies and gentlemen of that area as hosts.

The thing you will be asked to vote on is 1963. Your Committee on Place and Nominations for Officers, has several excellent suggestions for '63 that they discussed, and they were not unanimous, but I think almost unanimous. We have a recommendation to make concerning the 1963 meeting. We advise this place for 1963. It may be like the father told his son to avoid going to a burlesque show because he might see something he shouldn't. The son went to the burlesque show and saw something he shouldn't. His father. (Laughter)

For 1963, we are recommending going to Northwestern for a meeting something like this in June, with Jim McLeod as chairman. Mr. President, may we put that to a vote first, and if there are any other suggestions from the floor, you can entertain them.

PRESIDENT TURNER: Your Committee is recommending that the 1963 meeting be held on the campus of Northwestern University as a June meeting. You have made that motion. Is there a second? [The motion was duly seconded] Any discussion? Are you ready for the question? [The question was called] Those in favor will say "aye." Contrary. That takes care of that one, Shorty.

DEAN NOWOTNY: That machine was rolling pretty good. (Laughter) I hope those people who were kind enough to suggest other facilities and other places will keep on inviting us, because we had some excellent suggestions where we were anxious to go at some future date after 1963 -- the Kellogg Center, Purdue, always gracious, and we are always willing to come to that beautiful campus at that Union building, and Kansas City, with wonderful hotels and the University of Kansas nearby. But if you think of good places to go, I hope you will invite us. And Detroit, Wayne University, and others.

Now getting to the officers, the Committee has a slate to recommend, and I suppose it would be best to go by individual offices first. We have picked this slate after very many meetings, two full meetings of the entire committee, and we hope they meet with your approval. If not, you are free to nominate from the floor. I might tell you the news, that Carl Knox was elected for a three year term as your National Secretary. Therefore that office has two years to run, unless you want to fire Carl. The Committee does not.

John Hocutt, who has done an outstanding job as Conference Chairman, could not be drafted. We did everything but browbeat him, and he would not give in.

We are recommending as Conference Chairman for a three year term, Dean Glen T. Nygreen from Kent State University. Mr. President, the Committee moves and seconds this nomination, and I so move. If any other sucker wants the job, let them nominate him. (Laughter)

... The motion was duly seconded ...

PRESIDENT TURNER: I think Shorty's apt description is very much in order. I was one who tried to help browbeat John into continuing in this job. I think some of you may remember from the Thursday evening meeting that I said at that time that there was no question John has done two men's work for the last three or four months, and I think that is true. I think if he wishes to be relieved of it, that is fine, and if Glen is willing to take it on, I will guarantee him, he is not taking on anything easy. Are there any other nominations from the floor with regard to Conference Chairman? This is a three year term, and lots of good work to it. All right, no nominations. You have moved that this nomination be made. It has been seconded. Those in favor say "aye." Contrary. Glen, you have yourself a job.

DEAN NOWOTNY: Yes, sir.

PRESIDENT TURNER: Is Glen in the room?

DEAN NYGREEN: Right here, Fred.

PRESIDENT TURNER: Stand up, Glen. (Applause as he arose)

DEAN NOWOTNY: I am sure you will find out that Glen is the type of fellow who would like to have your suggestions in making the 1960 program the finest ever. He will have lots of help from those Columbus boys, and I will guarantee you, if you miss the

Columbus meeting, you will miss one of our finest.

We have two Vice Presidents to nominate, and we have a President-designate. This year your President-designate is Don Winbigler, so he will be presiding at Columbus. The man whom we nominate and elect as President-designate at this meeting will preside at Colorado Springs. If that is clear to you, it is not to me, but I hope it is clear.

Therefore, our Committee would like to nominate as President-designate, the man who presides in '61, Bill Guthrie of Ohio State University. It is our recommendation and our nomination, Mr. President.

PRESIDENT TURNER: You have nominated Bill Guthrie as President-designate to serve actively the year after the following year. Are there nominations from the floor? If not, those in favor of Bill Guthrie will say, "aye." This is for the office of President-designate. Contrary? Is Bill in the room? Stand up, Bill. (Applause as he arose)

DEAN NOWOTNY: Now last, but not least, we have two Vice Presidents to nominate, who will serve as of midnight Tuesday night. I believe that is the way our constitution reads, that these elected officers take over at the end of this current convention. I think I will just wrap them up in one package, and tell you that our Committee unanimously recommends for Vice Presidents for the ensuing long session, a year, Jim McLeod of Northwestern, and Fred Weaver from the University of North Carolina. A unanimous recommendation from the Committee.

PRESIDENT TURNER: The Committee has made its recommendation. Are there nominations from the floor? Hearing none, I will call for a vote on the two men named for Vice Presidents, Fred Weaver and Jim McLeod. Those in favor say, "aye." Contrary. You have Vice Presidents.

Now, is Don Winbigler in the room? Don, would you come forward, as the new President, and introduce your new group? I think you might wish to do that.

PRESIDENT-DESIGNATE WINBIGLER: There are six appointed members of the Executive Committee to be designated to serve with the officers whom you have already named, along with the immediate Past President, who for next year will be Fred Turner. Before announcing the appointments of the six additional executive members I would like to report to the Association that I would like to

continue next year the practice started this year of assigning to the two Vice Presidents responsibility for the organization of the Commissions and Committees of the Association, respectively. I am asking Jim McLeod to take the responsibility for organizing the Commissions, and Fred Weaver the responsibility for the Committees.

If there were time, I should like to engage in some systematic fashion at this meeting for learning of the preferences of individual members for service on committees and commissions. Since there is not, and since we shall have a short year next year, I will simply ask that any of you who have interests in specific committees and commissions get in touch with Jim and/or Fred, and we will look forward to a more systematic canvass of the membership during the coming year.

Now for the appointive members to the Executive Committee for the coming year, the following have been appointed, with the advice and counsel of the other officers:

Donald K. Anderson, Dean of Students, University of Washington
 Armour J. Blackburn, Dean of Students, Harvard University
 James E. Foy, Director of Student Affairs, Alabama Polytechnic
 Institute, Auburn
 Alfred J. Kilp, S.J., Dean of Men, Loyola University
 William D. Lippincott, Dean of Students, Princeton University
 Weldon P. Shofstall, Dean of Students, Arizona State University

These men did not know they had been appointed until this moment, and I am not sure how many of them are in the house. Will they stand if they are here? (Applause as they arose)

Fred, may I ask for a brief session with the newly appointed members of the Executive Committee, at the front of the house following this meeting.

PRESIDENT TURNER: You may indeed. I would like to ask these new officers and executive committee members, please to join with the old officers and executive committee at a meeting tonight in Hamilton Hall lounge. We have been meeting there from time to time. We will be having another meeting tonight, and we will be glad to have the new members of the executive committee and officers sit in with that meeting. That will be after the entertainment over at Boston University. When we get back here within a reasonable hour after the entertainment, we will come back to Hamilton Hall and work far into the night, I expect. But that just must be done.

As outgoing President, very shortly, I certainly welcome these new officers and executive committee members, and hope that you will accomplish many things. At the appropriate time, I will hope to thank the officers who have served this year. I especially want to mention my regret at seeing John give up the Conference Managership, and we welcome Glen to it, of course. John has done a magnificent job and we are all indebted to him. If you have not been through it, you have not the faintest idea of the amount of work that has to go into this.

The Executive Committee met Thursday morning of last week, starting at eleven o'clock, and we had a long session then. We had a long session Friday night. We met from 9:30 until about one o'clock. We had a special meeting Saturday night, and we will meet again tonight, and this may have to be the last meeting to-night.

The next item of business on the agenda for the morning is going to come from Don DuShane, member of the Executive Committee, who has an amendment to the constitution to propose at this time. Don, will you come forward?

DEAN DONALD M. DuSHANE (Amendment to Constitution): President Fred, this is a double recommendation and I want you to know about both recommendations before I present for a vote the first one.

Last July at a meeting of the Executive Committee, President Fred asked me to review the constitutional changes which had taken place since the constitution was last printed in 1949, after the Highland Park meeting, which I did. We found that one additional amendment seemed to be in order, involving the section about payment of dues. The old 1949 section 3 of Article III reads: "The dues shall be \$15.00 per year, payable October 1st of each year." This was subsequently changed, but not as a constitutional amendment, by vote of the full Association.

We gave some thought to what we should do with it now to put it in the constitution with two objectives in mind: That it not be frozen by dollars, but that the right of the full conference to make changes be tied down and established. So today I have first to recommend to you a constitutional amendment, and secondly a proposal for a change in the dues from \$20.00 to \$25.00 per year.

The constitution, according to Article VI, may be amended by a two-thirds vote of the members present at an annual meeting.

I have read to you Section 3 of Article III as it now stands, "The dues shall be \$15.00 per year payable October 1st of each year."

The Executive Committee proposes (and the proposal was reached unanimously after considerable discussion) that Article III, Section 3, henceforth read: "The amount of the annual dues is established and may be changed only by the Association at the annual business meeting. Any recommendation for change shall be proposed to the membership through the Executive Committee."

This accomplishes the two objectives. It establishes it as an annual conference decision, but does not put into our printed constitution figures which may be in a year or two or three or five out of date. Mr. President, I move the adoption of this constitutional amendment.

DEAN LLOYD: I second the motion.

PRESIDENT TURNER: Any one wish to discuss this? Is it perfectly clear what is proposed in the motion? Is there discussion?

DEAN RALPH W. WRIGHT (Kansas State College of Pittsburg): Did your motion include informing the membership a month, or six weeks or something in advance of the meeting in case of any constitutional change? Is there anything in our constitution which says this?

PRESIDENT TURNER: No.

DEAN WRIGHT: I would suggest this is a desirable thing. If there is a constitutional change, I think the membership should be informed adequately in advance so they can study the proposed change. I would further suggest that I think I have been attending five years now, and I do not think I have a copy of the constitution. I checked only with my immediate neighbor, and he says he does not have a copy. I think it would be desirable periodically to publish the constitution so the membership could be informed about the constitution.

PRESIDENT TURNER: On the first point, I think you make a good point which I hope the new Executive Committee will take under consideration.

On the second point, I would like to inform you that our constitution would fall in the category of rare publications at the present time. We are very hopeful that one of the first duties of the new officers and executive committee members will be to re-

publish it. We have not published it for ten years, as a matter of fact. We hope to publish a new copy and place it in the hands of all members in the very near future. Thank you very much for the suggestion.

Any other suggestion?

DEAN WILLIAM L. SWARTZBAUGH (University of Pittsburgh): I am just ignorant on this point. It is just a matter of information. I have not seen any reports of the financial standing of the Association. In the light of what is a very modest increase, even some report would help us understand the use of that. I think we would all agree that increasing costs of everything would suggest such an increase, but where might I get that information?

PRESIDENT TURNER: The Treasurer's report was distributed at the registration desk. The report of the Secretary, and the Treasurer's Report were inserted in your copy of the program. You should have had one.

DEAN SWARTZBAUGH: I thank you. I thought I had picked up everything.

PRESIDENT TURNER: You have one now. Actually, we are not considering the increase in dues at the present time. That motion has not been made. Any further discussion on the proposal, which actually is to take out of the text the amount, and to leave with the Association completely the recommendation, or through the Executive Committee, the proposal and the decision by the Association. The question is called. Those in favor. Opposed. It is passed.

DEAN DuSHANE: It is in preparation for reprinting the constitution that we did this survey the past year.

The second recommendation of the Executive Committee, also recommended with unanimity, is that the amount of the annual dues, now \$20.00, shall be changed by a vote of this conference to \$25.00. Mr. President, both John Hocutt and Carl Knox are prepared to speak in justification of this \$5.00 increase in dues, if you wish.

PRESIDENT TURNER: Would you like to hear from John and Carl with regard to the reasons for this proposed change? If so, John, would you speak first?

DEAN HOCUTT: The proposed change adds approximately \$1500 a year to the Association treasury, and I can speak only

from the standpoint of the work of the Conference Chairman in the past. This year the Conference Chairman had a pre-conference budget of \$1200. The Conference Chairman of course receives no salary. This money is spent on printing, postage, long distance phone calls, mimeographing, some travel.

For example, I will have spent in preparation for this Conference actually money paid out, in the order of \$100 for secretarial expense. I can assure you, if there had not been a good deal of free help provided that \$100 would not have gone very far.

Another matter that has been of great concern to me is in trying to obtain guest speakers for the program. We have been in a position where we have had to ask some people to do this without offering honoraria, and in other instances we have offered a very modest or token honorarium of \$100.00. You know from your experience on your own campuses that in many instances today you have to offer more than \$100.00 as an honorarium if you intend to get some of the speakers that you would like to have.

The additional \$1500 a year in income, it seems to me, would permit some enrichment of the program, and would give the officers and executive committee a little more freedom in terms of what can be allocated for the various expenses which this Association has. I do not know that I can add anything else.

PRESIDENT TURNER: Would you like to hear from Carl on this? Carl, do you want to say anything about it?

SECRETARY KNOX: Just a couple of points, one pertaining to the travel and the meetings of the executive committee. As it is, only in rare instances has any member turned in expenses for this purpose, absorbing it in their own schools, or in their own pocket.

As you know, there was an increase in postal rates this past year, and I think our postal expenses ran up some \$700 over what they were the year past; and in many instances our various schools and colleges and member institutions are absorbing this.

I can just assure the entire membership that the \$1500 could be a real asset in helping pull the group together. For example, we have coming up -- although it is not specifically on record yet -- the proposal to publish a brochure as to the possibilities and advantages of student personnel work in one of our committees. We have several of our Commissions attempting to draw some resource and added help in completing their objectives.

I certainly think that the \$5.00 increment would be put to a very, very constructive use for the benefit of the entire Association.

One added point, particularly to you new members -- we have about 30 of our members who have actually sent in next year's dues, and I think that we could not be ex post facto and ask those people to send us an additional \$5.00. For those we have corresponded with and given the explanation as to our Association, I think we ought to carry through this year on the basis on which they first heard about the membership. But if this particular proposal was approved, there would certainly be an explanatory sheet concerning the action of the Association accompanying each of your billings when they do go out here later in the summer.

PRESIDENT TURNER: Are there comments from the floor with regard to this proposed increase of the institutional membership's annual dues? [The question was called] The question is called. Those in favor will say, "aye." Contrary. Apparently that is it, and it has been passed.

I believe you brought with you, did you not, Don, the definite recommendation that we do republish the constitution?

DEAN DuSHANE: Yes.

PRESIDENT TURNER: That takes care of that. It is twenty minutes to twelve.

DEAN ZILLMAN: Mr. Chairman, in my slow way I have been thinking over the proposal of the gentleman from Kansas. I think it has all kinds of merit. Not that I think any of us begrudge an extra five dollars a year, especially when our institutions are paying it. But the principle of coming to the floor of the Association meeting and in short order proposing to amend a constitution, not giving us slower fellows a chance to think about it, I think is not good. I think we will all agree with that.

So I would like to propose, and I will move that whatever appropriate committee is necessary study this matter, and if it is necessary to amend the constitution to bring this thought into it, that this be done. I will so move.

PRESIDENT TURNER: You have heard Dean Zillman's motion.

DEAN WRIGHT (Kansas State College): I second it.

PRESIDENT TURNER: Any discussion on this? Those in

favor of the question say, "aye." Contrary. We will pass this as a proposition immediately to the new Executive Committee and the officers for the ensuing year. I think it is entirely proper.

We have a whole flock of announcements that I suspect we should make at this time. Is Bill Brown in the room? Bill, do you have any report yet on our registration figures?

DEAN BROWN (Report on Registration): The registration cards at the present time indicate a total registration of 442 persons, broken down as follows: Men 291, women 4, wives 98, children 48, and one man brought his sister. (Laughter)

PRESIDENT TURNER: A total of 442. Thank you very much. That registration figure of course exceeds anything we have ever had before.

... Conference announcements ...

DEAN FOY: There may be some deans present who would like to talk with me about Phi Eta Sigma, which is a freshmen organization to recognize and promote high scholarship among freshmen men. We all know we have many ways to recognize the freshman who does not do well, and if you are interested in an organization that will recognize a freshman who is doing well, it would be my pleasure to talk with you. Thank you.

PRESIDENT TURNER: We have fifteen minutes before twelve o'clock. Wes, would you be ready to report on your Commission at this time? If you would, will you come forward. Dean Wesley Lloyd, Chairman of Commission II.

DEAN LLOYD (Chairman, Commission II, Principles and Professional Ethics): I presume that every Commission Chairman would prefer to get his report out of the way as early as possible in the Conference, so thanks, Fred, for getting us into this at this point.

Members of the Commission who are in attendance at this meeting are: Howard Mathany, Lyle Reynolds, Weldon Shofstall, Harold Stewart, and Ralph Young. We had an extraordinary session-- extraordinary because it did not last too long -- and this was following a session of four members of the Commission who got together at Pasadena in the autumn.

We had expected that perhaps we could present a report today that would be perhaps a kind of a further statement of ethics that we might adopt, but as the Commission members studied

the problem, it seemed evident that members of the Association in large numbers would want to give at least a year's study, not only themselves, but with their staffs, to some important and significant phases of professional ethics of the Association. It seems that the field of ethics is one of those that we have a tendency to leave in complete generalities. But I am sure that many of you would share with members of the Commission the feeling that he would like to know something about what other members are doing, for instance, in ethical relations with the Dean's own staff. Others would like to know something more about ethical procedures as they relate to students, some as they relate to our Association here, some as they relate to the institution in which we are employed.

Therefore this Commission presents a tentative report, and we need not regard this in any sense as a completed or final one.

REPORT AND RECOMMENDATIONS COMMISSION II - PRINCIPLES & PROFESSIONAL ETHICS

During the year Commission II has reviewed the work achieved by the changing membership of the Commission since its establishment in 1951. The first Commission report was given by Chairman, Dean Newhouse, and included "The Statement of Principles" which was adopted by the Association in its annual meeting in 1952.

We find no report of Commission II in the 1953 or 54 conference minutes, but statements that "the work of Commission II was completed in 1952." In 1955 the Commission was reactivated under chairmanship of Don Gardner. His report in the 1955 conference outlined five significant principles on which administrative organization of student personnel services should be based:

1. That a student personnel program should have a single administrative head;
2. That this administrator should be directly responsible to the chief executive of the institution;
3. That this administrator should have rank, privilege, and responsibility equal to the heads of the other divisions;
4. That the effective operation of the function and services which compose a student personnel program should be the final responsibility of this administrator and of the chief executive.

After considerable study of ethical problems that lie at the heart of a student personnel administrator's work, the present

commission proposes that NASPA emphasize specific ethical standards regarding relations of the student personnel administrator first to students, second to his staff members, third to the University administration, and fourth to professional organizations in his field.

1. The Student Personnel Administrator Responsibility to Students

With due regard for the welfare of the total University, the student personnel administrator will regard the welfare of the individual student as his primary responsibility, and will insist that due respect be given to the dignity of student thought and viewpoint.

a. He will keep students accurately informed regarding significant problems before the University administration. The solutions of which will affect students in major ways.

b. Through the fact finding media of the student personnel services and the use of other University resources, the administrator will discover and give full consideration to student thought and viewpoint by effectively representing the student feeling and interest when circumstances warrant such representation. When his own representation of the student need is insufficient to that need, he will arrange direct communication between responsible student leaders and the President of the College or University.

c. He will respect meticulously the confidences of students and differentiate professionally between the information that can or cannot be used for institutional purposes.

2. The Student Personnel Administrator's Ethical Responsibility to His Staff

a. The student personnel administrator will help to insure wholesome inter-staff relationships through his sensitivity to ethical principles and his observation of ethical procedures in working with his staff. He will provide increasing opportunities for the professional advancement of staff members whose abilities warrant it and will seek their counsel on ways of improving the professional climate in which they function.

b. He will establish his own institution procedures through which faculty members and administrators of the University will be given appropriate information regarding individual and collective achievements of members of his staff, and will seek additional media for giving proper recognition to the achievements and useful services of staff members.

c. He will work for equitable and adequate salary arrangements among staff members.

d. He will provide in-service training programs whereby staff members may become increasingly effective in their work.

3. Ethical Responsibilities of the Student Personnel Administrator to his College or University

a. He will honor contracts of employment by not requesting special privileges relating to them unless the granting of such privileges is not detrimental to the College or University.

b. He will, in the interest of continuously improving services to his institution, keep aware of national developments in his field and demonstrate sensible concern for the efficient administration of his responsibilities.

c. He will engage in communication with like officials of other colleges or universities and will be a correspondence point of value to fellow administrators on other campuses who are seeking legitimate and helpful information.

d. He will initiate communication with the deans of schools or colleges within the University furnishing appropriate information received from students on which academic departments may find a basis for self-improvement of their services to students.

e. As a result of his own inquiries, he will receive from academic departments and from other administrative units information that will be used for increasing the efficiency of the student personnel services and will solicit from members of his own staff ideas on ways of improving the services.

4. Responsibilities of Student Personnel Administration to Professional Organizations

a. The administrator will demonstrate one phase of professionalism in his work through effective and useful participation and membership in selected professional organizations. Through such memberships he will make positive contributions to the organizations with which he affiliates rather than merely receive professional contributions from others.

b. He will understand the function and purpose of NASPA as a national professional organization whose primary objective is

the more effective administration of student personnel services in colleges and universities.

RECOMMENDATIONS

1. It is proposed that the Association accept this report not as a final one, but rather as preliminary, tentative in nature, and to be changed during the year ahead as a result of future work of the Commission and from suggestions coming from the membership at large.

2. It is proposed that the Commission be asked to provide all members of NASPA with a copy of parts of this progress report that give consideration to a code of ethics and invite suggestions for modification after serious study of its contents. It is suggested that Deans present this preliminary report as realistic business in one or more staff meetings and that they invite comments from staff members before reporting back to the Commission.

3. It is proposed that the Commission present as its report at the next conference, the result of a year's further study in a form that can be officially rejected, modified, or adopted as a working statement of the Association with reference to ethical standards of administrators who represent member institutions of NASPA.

4. It is proposed that pursuant to the action of the Association in its conference in 1956, the Commission re-examine the "Statement of Principles" that now appears at the beginning of the 1959 printed program of the conference and make proposals relative to them.

Mr. Chairman, as a member of the Commission, I move the adoption of this tentative report, and proposals involved in it.

PRESIDENT TURNER: The Chairman has moved the adoption of the report. Do you want that as an adoption of the report, or as an adoption of the report for record, with the recommendations that you have included?

DEAN LLOYD: Report for record.

PRESIDENT TURNER: Are the recommendations clear, namely that this is to go out to the members for criticism, study, amendment as you see fit? Am I correct in that?

DEAN LLOYD: Correct.

DEAN WILLIAMSON (University of Houston): I second the motion.

PRESIDENT TURNER: Is there discussion on this? This is an important report. This is our trademark to the world, when you get down to it. The statement which appears in the front of the program has been quoted time and again by people in this meeting, people presiding at sessions where our members have not presided. They said, all right this is who you are and what you do. This is important. [The question was called] The question is called. All those in favor say, "aye." Contrary. Now does this complete your report at this time?

DEAN LLOYD: Yes, but I have one comment. I think it is self evident that this report is an indication that the Commission does not regard the things that will be sent to you as ready for any kind of printing, and we will solicit through correspondence with every member of the Association, following this action of the conference, an actual request for you to change it. We will be asking for changes. We are not asking for consent or approval, but we would like to have the changes on the basis of the most serious thought of yourselves and your staffs.

PRESIDENT TURNER: Wes, we thank you very much for a fine report. It is now a couple of minutes after twelve. Are there any announcements anyone wishes to make?

I would like to say this to you before we break up. We have a busy session this afternoon, entertainment tonight; tomorrow morning reports of committees and commissions, and while the final business session is listed at eleven o'clock, I doubt if we know where the report of the committees and commissions will end and where the final business session begins. There is some pretty important material coming before you in the morning, some controversial and some not so controversial. We hope to have a good attendance and hope to have some hard work on some pretty difficult things.

If there is nothing else, we will consider this business meeting adjourned.

... The Conference recessed at twelve-five o'clock ...

MONDAY AFTERNOON SESSION
June 29, 1959
Panel Presentation - Student
Attitudes, Morale, Behavior

The Group Discussion Session on Student Attitudes, Morale, Behavior Panel presentation convened at one-thirty-five o'clock, Dean Jack C. Clevenger, State College of Washington, presiding.

CHAIRMAN CLEVENGER: Ladies and Gentlemen, I would like to call this Group Session to order, and I would suggest as a first order of business that those of you gentlemen who wish to should divest yourselves of your coats since this is a rather warm afternoon. Many of you have already done so.

The first order of business is to introduce O. D. Roberts, who has a very short announcement to make.

DEAN ROBERTS: I think all of you at some time or another have had some information about the Panel of Americans. I welcome the opportunity to give a short commercial for Session III of the three-thirty meeting. We have a group of young people here from New York University, City College and Temple, who are going to put on a demonstration of this particular program, which attempts to stimulate understanding of the racial, religious, and cultural differences, and we might work toward this on our own campuses. Thank you.

CHAIRMAN CLEVENGER: Thank you very much, O.D. The second order of business is to introduce some important guests at this session.

Mrs. Philip Jacob, will you please stand? (Applause as she arose) A most important member of the professional team of Jacob and Jacob. (Laughter)

We have all looked forward to this afternoon's discussion, which has the rather intriguing assignment of reviewing student attitudes, morale, and behavior. I am sure that each year in the professional lives of all of us, we have our moments of wondering if we really understand the mores of college youth. Interestingly enough, these doubts seem to occur more frequently in the spring of the year. (Laughter) As a matter of fact, in late May, after a few problems and needing reassurance, I was reading David Riesman's book, "Constraint and Variety in American Education," and I was reassured in reading a statement on page 29 in this publication, as follows:

"Those expelled from college today on disciplinary grounds are a tiny fraction of the military discharges of an earlier day. Despite panty raids, students are far less rowdy than they used to be."

I say I found that rather reassuring.

Bill Guthrie tells me that in securing the assistance of Dr. Jacob and Dr. Riesman, he assured them that their preliminary statements could be at any length of their choosing, and that a good part of the time we had available would be devoted to audience participation. Now we shall try to make good on this promise.

At this point I would like to introduce our President-Elect, the Executive Dean of Ohio State University, our own Bill Guthrie, who will be moderator of this panel, and Bill will introduce his other panel members. Bill.

MODERATOR WILLIAM S. GUTHRIE (Executive Dean, Ohio State University): Mr. Chairman, Ladies and Gentlemen: I had expected one special honor today, to be moderator for this panel of experts in the social sciences; but I had not expected the second honor which befell me, and may I just express my sincere thanks for your confidence in electing me President-Designate. I might facetiously add that this will assure my travel money to Colorado Springs. (Laughter) I want to thank you especially for that. (Laughter) In our university sometimes the travel money has to be spoken for in advance, and this is a very reassuring kind of thing when you can say to the President of the University, "I am the President-Designate. May I go?" (Laughter) I expect to be in Colorado Springs. Thank you.

You can see this will be a serious panel, because I am putting on my glasses. (Laughter) But this is a kind of masquerade because we expect in a way to have an unstructured program, except that I have kind of insisted that these two people present first some topic which will stimulate our thinking in opening our discussion.

These two panelists are social scientists in their own right, teachers and writers, but keen observers and scholars in this area in which we are expressing an interest today. I think we have a special interest in watching their concerns and the way they express their ideas on the changing climates on our campus, the nature of our students, and our student groups. This was a topic which you may have read in a recent joint panel in which they took part. It was the publication called "Spotlight on the

College Student," in the American Council on Education publication, in which they were joined by Professor Sanford a psychologist.

Now I heard said in some group that if you got five college men together there would be one thing certain, that in the course of the conversation two of the people could find some relationship to each other, through a rather intimate sort. I think this was sort of done to shame comment, and I want to prove the matter, because in introducing to you Professor Philip Jacob, who is on your right, I find that he and I were encamped together at Camp Beckett in the Berkshires in 1932, and we did not know this until we found each other at lunch today. And Don DuShane is so right.

Aside from this special honor that has befallen Dr. Jacob, (laughter) he is Professor of Political Science at the University of Pennsylvania. His publication "Changing Values in College," a 1956 publication, is one of those very stimulating documents which has been discussed over the country as a whole. He was born in Istanbul, Turkey.

His undergraduate degree is from Yale in 1935, and he was a Phi Beta Kappa scholar there. His Master's degree is from the University of Pennsylvania in 1939, and his Ph.D. from Princeton in 1941. He has been secretary-treasurer of the U.S. Friends Service. He has been at the teaching staff of Princeton and Swarthmore, and now the University of Pennsylvania, and now in political science. He will speak in a few minutes, but not now. I wanted you to be sure that you knew Dr. Jacob, who is on your right.

Professor David Riesman -- he may have gone to camp somewhere, but I have not found out where. (Laughter) -- is a lawyer in background and training before he became professor of social sciences, now Henry Ford II Professor of Social Sciences at Harvard. He received his A.B. from Harvard University in 1931; LL.B. 1934. He served as a law clerk to Justice Brandeis, U. S. Supreme Court in 1935 and 1936. Practiced law in Boston, was a law professor at the University of Buffalo Law School, and finally now Professor of Social Sciences, over the years, at the University of Chicago, John Hopkins, University and at Harvard.

Very productive writer in these last ten years, and one publication has been mentioned. There are others. I enjoyed reading The Lonely Crowd, A Study of the Changing American Character.

As moderator, I think the only contribution I want to make is in a very brief introductory statement, and then to share with you, as all of you will be a part of this panel discussion. I heard a speaker say that all speakers fall into several types, according to what they do with their hands during the time they speak. Some fiddle with their glasses, I am told. (Laughter) Others have loose change in their pockets. This is less true of the academic crowd. (Laughter) But they jiggle keys or change in their pockets.

A speaker who did a lot of speaking and had a reputation for speaking in a long winded fashion made some reference to this and following the long speech he made a person from the audience came up and said he had another suggestion for him as to what he should do with his hands. It was that he put his hands over his mouth early in the course of the speech. (Laughter)

I do not intend as moderator to take this privilege with either our distinguished speakers on the panel nor with you people. Quite to the contrary, I hope that you do participate. I know that we have some especially interested people who will want to say something. I am told Dr. Edward Eddy, Vice President Provost, New Hampshire, is here, and he is most welcome here; and not only that, but we would want to point a question in his direction, in case he does not volunteer something. If Dr. Dana Farnsworth were here, I am sure we would point some at his direction. We have some NSA people here I think who ought to be heard, and would like to be heard by our group. We have NASPA committee and commission people here who work on a discipline committee, on a committee in relation to the social sciences, the committee on religious activities. I hope we will hear from them too.

Although I said this is not a structured affair, and I am sure it will not be, let me mention four or five things that I am sure will be the concerns that some of you will be expressing.

One is in the changing times in which we find ourselves. I think we find evidences on most all of our campuses of higher competition in our classes, the more serious minded students to snow up the older students, the married students. All of these are evidences of some changing times on our campus. I think it was Professor Riesman who says in one of his publications that some of these more mature, maybe safe and sane people, may want to take part in some of the spring madness, saying not in so many words but by their actions, "See, I'm not as safe as you think I am." I do not know.

We might talk about the Dean's changing role, because I think over the period of the years we have found ourselves moving from the periphery in education closer to the inside. It seems to me we are not just personalizing the campus. We are not just building empires in the second curriculum. We see ourselves as more central figures than we have ever been before in the educational process.

To quote from Phil Jacob in "The Spotlight" publication, the growth of a students' values require a higher personal relationship between the college community and the individual student. The relationship that is warm and considerate, at the same time mutually aggravating. When I got to the last part, I knew he was speaking about the deans -- the warm and considerate part. (Laughter)

We could take a critical examination of some of our institutions, of the elements of our institutions on our own campuses. We could look at our second curriculum which was popularized by Jerome Ellison in the Saturday Evening Post. We could look at the role of fraternities. We could look at our dormitory system, and what education takes place within our dormitories. And we could look at raids and riots. All these relate themselves to the value structure. We could look at rebellion in its expression in so many forms on our campuses. I think it was President Killian of MIT who has said that rebellion rears its head on almost all our campuses in one form or another. We had a student who went to the extreme on this, who carried a pair of wire clippers with him because he objected to the restriction placed upon him by our walks and paths, and where we strung wires, he deliberately cut his way through because no one could pass rules and regulations or restrict his movement in any way on our campus. (Laughter) He was winning. (Laughter)

Or to conclude the very brief part I wanted to take, the whole element of student government, and student responsibility is so much a concern of us professionally that it would deserve our attention. The pace setters on our campus permit just so much work to be done. The pace setters who permit participation in leadership jobs in campus organizations, or the pace setters who do not permit this, are so important to us -- the natural leaders and the elected leaders are so important to us in the way in which we set our campus scene.

We are to proceed then with our panelists. May I first introduce Professor Riesman, and I think he will speak first on the point of the general background, the variety of college climates, and an understanding of these climates on our own campuses.

PROFESSOR DAVID RIESMAN (Harvard University): If you would look at the studies to which Phil Jacob refers in his report you will see that most studies of college students have been done by psychologists who have picked individual students out of the milieu; they have not studied the milieu. Neither have they studied clusters of students, whether living -- for instance, I know no student who talks about the difference between the dormitory which has corridors, and the dormitory which has entries; the dormitory which has common "Johns" and the canned culture, and the dormitory which has private "Johns" and the value of that to education. (Laughter)

My own feeling is very strongly that these individual studies have been pushed to the point of diminishing returns, and what we need are more anthropological studies of the subject, "cultures on the campus." I do not know, when I go to a campus, what are the relevant units. I have come to think in the last year that sub-cultures are built around the departments to a large extent, not around living units. That says something about Harvard.

At other places, they are brought about by fraternities and sororities. In other places, by the hi-fi fans and rock and roll fans. At Wellesley, I am told, a while ago the moral and immoral girls belonged to separate cultures.

This is the kind of anthropological culture studies I would need to know to understand better what you are up against. One reason Mr. Jacob and I are so eager for discussion in this group -- why I hope you will bring cases and instances of your experience before us later -- is so that we can get some picture of the great gamut of diversity about which fellows like Phil Jacob and me generalize all too easily.

I want to violate my own rule now by making some generalizations about student government, and about the problems of the gap that lies between the two curricula to which Mr. Guthrie referred. My own feeling about student government for many years was a very simple one. If people are going to do committee work for sixty years after they get through college, why shouldn't they do it in college. (Laughter) And this business should be attended to by the authorities. The students should not be put into the position of moral ambiguity which student government often puts them in. One moral ambiguity is that they are often supposed to inform on fellow students and break the GI solidarity of the ranks. Another is the problem that I have seen sometimes at Antioch, which has, as you know, very strong student government,

that I know for instance, one girl who was in charge of the student government at Antioch, which is a full time job, and who felt that she had not really been to college; that she had been almost prematurely made a governess, and that Antioch had been hard on her in not preventing her from this too dictatorial role. Maybe it is harder on girls than boys to assume that role. I do not know.

Many of you probably know the study by Elliott Friedson on student government that he did for the NSA, in which he described another kind of moral ambiguity, the puppet problem, the student government as being a shadow government, on the one hand trying to show the students -- like a parliament under a dictator-- that it is really strong and independent; and on the other hand being manipulated and controlled for obvious reasons by the Dean of Students' office.

I also have some impression of student government in Latin America, where it goes so far as to prevent any academic freedom other than for the student government leaders. In many South American Universities, a professor who gives too severe grades, or has too high standards, is forced out by the political power of student government; and in a good many medical schools in South America the student government leaders, linked up with the political parties, determine how many operations students will get to do, and so on.

So I am not such an enthusiast as many people are for the power of students in other countries.

This spring I gave a general education course in which students wrote papers, and one of the students did a paper on the image of organizations in Harvard College, what students thought of the Crimson, the daily paper, what they thought of the club system, what they thought of different groups, and what struck me was the corrosive cynicism toward the student council and all student political or quasi-political groups, in which the students were already assuming, I think, a damaging and disastrous attitude toward politicians of the country at large and creating a vicious cycle in which the only students who would be willing to go out for student government under these conditions were those who had nothing more interesting to do.

Now these at any rate were my feelings about student government until I visited Haverford a few years ago, and had to change my mind, or at least part of my mind. I felt there tremendously impressed by the moral vigor of and seriousness of the students in a campus small enough -- 450 -- so that every student could know every other. They are very proud of that. So a cultural tradition of attention to student government could develop.

At Haverford, it seemed to me the students who were involved with student government were doing such extraordinarily sensitive and serious work in a climate of very great permissiveness that their academic experience profited from their civic responsibility. They were not just playing a game. I felt after that that one could not generalize as I had blithely done hitherto about the student government as a waste of time and an anticipation of the League of Women Voters or the Community Chest, but rather I went out to look at instances and went out to see if student government could not fulfill an educational role, as it does at Haverford.

One thing is very clear to me about what is happening in the best colleges. This is a growing alienation between the traditional student culture, as you still suffer from it, and the academic-intellectual culture of the faculty. In many of these colleges, like Haverford, or this institution here, the faculty culture is winning out and the students are being brought very early into a sort of proto-graduate school in their graduate life. All student solidarity, in terms of both good and bad values, is being desiccated by joining the solidarity of the guild, the department, with which the student declares his affiliation. Student government may have a more important function as providing a sort of solidarity for students who are otherwise divided up with all the departmentalism characteristic with large and high-powered institutions.

So much at least for some thoughts on student government. Now let me turn to the issue of the divorce of the two curricula about which Mr. Guthrie spoke.

A man who is now at Pittsburgh, Roy Heath, did at Princeton a number of years ago an extraordinarily interesting experiment which took the following form. Princeton has an advisory system. Heath selected a group of 36 advisees. He is a psychologist. He had gone to Princeton as an undergraduate. He matched with these 36 advisees, in a very rough and unscientific way, 36 other students who went through the usual routine. He kept these 36 advisees for the four year term, met with them individually weekly as a counselor and brought them together in groups of 9 for bull sessions at his house.

Now the interesting thing was -- well, there are a number of interesting things in his report concerning the development in this situation of different types of students, particularly those whom he called the non-committers -- the people who have already gained a man's view of life, who are cautious, careful, often good at their studies in a docile and conscientious way, but not in a courageous or imaginative way, and who in the

course of work with him learned to give their impulses a longer tether and to take more chances

He dealt also with a group of students who took too many chances, who were too moody, and those he was able, I think in some cases, to bring into a slightly better rhythm with the university.

What is striking is that those students who worked with Heath turned out in the end of four years to be running the place, to be on the Princetonian, to be active in dramatics, to have written honor theses, way beyond the group with whom he had no contact. Now I think what is illuminating here is not only that somebody cared, but that the somebody who cared was at the same time thoroughly at home in Princeton, both as a graduate and as a faculty member. Unfortunately perhaps, he did too well. He is not on the faculty there any more.

The difficulty I see in the divorce between faculties and student personnel people is that neither alone has the grasp of the two curricula, which is often necessary for the best relations with students. On the faculty's side, the faculty's image of where the students are is a terribly paranoiac one. (Laughter) There are many students who make it their business to mislead the faculty. I heard at the Crimson dinner the other night a group of bright students telling faculty members how other bright students did not do any work.

The danger at Harvard today is that the reading lists are getting so long there is nothing left for later life. (Laughter) And the faculty is only too ready to be told that there is some room which their blotting paper can still absorb. So I was very distressed to hear this inside dope, which I think is false, being passed on to the faculty. But faculties have very little sense of -- even if they are social scientists -- how to case a joint. (Laughter) And they do not know how to interpret the biases in what students tell them, or in their own value selective counters with students. On the other side, the counselor may not have caught up in many institutions with the real pressure the faculty can now put on a student at the most selected colleges.

For instance, I had the experience of this sort, of having a student who has developed a learning block of some sort, go to a counselor or therapist or dean, to discuss it, and the dean interpreting in terms of individual psycho-dynamics what is actually a sub-cultural problem. For instance, I know a campus on which the math teacher is crazy, but the counseling services

do not know this. (Laughter) They take it for granted he is not crazy and that the student is having a learning block because he has an Oedipus complex, or because he is resisting in some other psycho-dynamic way what is happening in the classroom.

It would be impolitic for the counselor to believe that the math teacher is crazy, because what does he do then? What leverage does he have in such cases?

The problem of the sadistic instructor, of a student milieu in which the best humane qualities of the student are not responded to by the faculty, these problems cannot be very well grasped by the counselor or dean who is dealing with individual cases of casualty, and who tends to deal with them in terms of the idiosyncracies of the case.

What I am saying is I have no answer for this problem other than the answer suggested by Heath's work at Princeton. What I am saying is that there is a genuine divorce here which in our rapidly changing undergraduate atmospheres creates increasingly bad advice, especially in the light of the fact that as our institutions grow and get more diverse within, more complex, it is hard even for the best informed and best intentioned person to know what goes on in each sub-cultural group. How can he possibly, in a huge institution?

Finally, I would like to get your reaction to a question which I had for a number of years, and which I think has to be answered differentially for different types of college.

I have the impression that at Harvard and a few other places in the east, the bull session is declining, for reasons suggested by Mr. Guthrie. Students are getting more serious. There is more pressure on them. Eighty per cent of the students at Harvard, Amherst and other colleges, now go on to graduate school. College is seen as a set of gate keepers whom one has to impress. In that situation you have not time for a bull session. In many ways education loses, and I would like to know whether this misgiving of mine is right. With this, I will stop, and hope we can continue.

MODERATOR GUTHRIE: I would like to thank Professor Riesman, and if you will make some notes of questions you have or comments you want to make, we will come back to those. We will turn now to Dr. Jacob, and I think I would like to have him make some reference to his Changing Values in College Study, as the preliminary, and then go on to some comments he has to make, if he will.

PROFESSOR PHILIP E. JACOB (University of Pennsylvania): Fine. This is a great satisfaction to find one's great Camp hero continuing his role of leadership, (Laughter) in an entirely different context. (Laughter)

I would like to say just a word or two perhaps about the indebtedness I feel to Professor Riesman and others who have cautioned those of us engaged in the rather bold and presumptuous approach of analyzing students and student behaviors against the generalizations which we have tended to draw. This is particularly true with reference to some of the conclusions which the group of us engaged in Changing Values in Colleges tried to develop.

I have been unusually impressed the last year or two by how little we really do know about students, and Dean Clevenger's remark at the beginning of the session, it seems to me, is entirely appropriate, that perhaps this grows on you, the more experience you have, particularly toward the later months of spring.

For one thing, a recent study by Lazarsfeld and his group at Columbia, has suggested that we hardly really know what we are looking for when we talk about student attitudes, morale and behavior; particularly if we use the term values, it is very difficult to spell out precisely what this thing is that we are trying to observe, and trying to get at.

In addition to that, the Lazarsfeld criticism I think now quite appropriately points out that if we did know what we were looking for, we do not have the instruments to discern it, and if we had the instruments to discern it, we do not have an adequate knowledge of the institutions of the country as a whole to develop a representative base from which to draw a generalization and conclusion; and if we could draw a generalization and conclusion, we still would not know whether this was applicable at all to student action -- which is of course the thing in which we are interested. Hence, what are social scientists doing in this field anyway?

Then Ted Eddy comes along with his review of what college students themselves say and think, and I do hope he will give you a touch of his views in this regard, and one finds the very discomforting suggestion -- those of you who have seen his very forthright statement in the Nation recently, will see that in defense of the college student who can find a great many students who completely refute the generalizations about student apathy, student conformity, student irresponsibility, and all the other lines that one wants to take, refute it by being so concerned about the problem you just stated, and agree that this is the state of affairs.

Now, what can they do about it? Automatically they cut the ground right out from under the assumption that we really do know something about the general student climate. So where are we left with this? Social science research provides us a vast amount of excellently collected and systematic data, but it is not adequate in terms of its own criteria of validity, and then the subjective approach brings out so many evidences of that group of persons who really do not serve as an adequate model for our generalizations.

I would like to say a word in passing as to this later phenomenon, the tremendous number of individual students who seem in their own concern and their own approach to life to refute the broad generalizations about student climate we have made, and then perhaps turn to a restatement of a few of what one might consider the massive streams of student attitude which perhaps nevertheless still have some reality, although you cannot fully justify it.

For one thing, these students who refute the generalizations because they themselves are so different, may they not be an indication of an extremely important and valuable group working against the basic grain?

I am more and more convinced of the fact that there are these extraordinarily dynamic minorities, rebellious not against the institutions so much as they are against their culture, and that this rebelliousness itself, this insistence on being as it were the odd ball in the situation, in some instances leads these people to positions of leadership. In some it leads them to positions of isolation, but nevertheless provides for those of us who are deeply concerned about the individual worth of the educational experience some hope that there is a nucleus with which to work so that perhaps rather than refuting the generalization, they support it by being themselves instances and illustrations of this minority nucleus, and indeed the kind of creative nucleus of which Toynbee speaks, out of which progress and change can come.

On the other hand, I have wondered (and I certainly would welcome very much hearing Professor Riesman's analysis of this) whether indeed the present student climate is not very mobile, that what we may well be seeing at the present time is a fundamentally different outlook upon problems of college education, upon problems of life aspiration, from that which was held in the 1930s and late 1940s, when the students on whom the surveys were made were in college, that we may indeed be at the point in which the kind of thing that is happening on the campus, not very

vocally, but nevertheless significantly, represents a stage of great fluidity in our civilization and culture, and we may be going through a series of cycles so that the students who are in college today are in many cases students that are different from the students that were there ten or twelve years ago. We have the great difficulty, in other words, of trying to see whether we can update the observations that have been made previously to make sure that trends are not surpassed.

With these observations, let me say that it seems still that there is a good deal of evidence to support the kinds of generalizations which have been in our minds for several years, that in the first place, a very massive and important factor or pivot of the student behavior is the extraordinary self-centeredness, or self-interestedness of students at the present time. Secondly, we do have to calculate and analyze the attitudes of student behavior in terms of the extraordinary degree of group dependence for attitudes, for values, for canons of conduct, that many students exhibit at the present time. Third, there is still a clear, passive, social irresponsibility on the campus, a disinterestedness in public concern, whether it is expressed in international or national problems, civic responsibilities, or in terms of local campus behavior.

We do have an extraordinary degree of attrition of student leadership, a rejection of opportunities for leadership, a retreat from organization on the campus, a feeling, in other words, that this is nothing that the individual himself should be concerned with; a fundamental, irresponsible attitude that this is in turn related perhaps to the absence of any clear adherence or firm adherence to standards of virtue (or call them morals) on the part of a substantial number of college students. Not that they are positively immoral; on the contrary, just the reverse. They are loyal and firm in their allegiance publicly to standards, which they nevertheless are perfectly prepared to adjust and to flex in reference to their own immediate goals of advancement and in terms of the group decisions with which they are concerned.

Then finally it seems to me that there is perhaps from the standpoint of those of us engaged in education, a most serious massive characteristic, and this is the characteristic that conduct, by and large, personal conduct seems so largely irrelevant to the high order, intellectually sophisticated order of rational, cognitive activity which goes on on the campus. In other words, there is a hiatus between reason and action. There is a hiatus between intellect and life, which characterizes very largely the

behavior of students.

Dean Guthrie suggested that we ought to speculate a little bit about how some of these broad currents, if they are valid and to the extent that they are valid, lead to an interpretation of certain specific and concrete problems. For instance, the problem of mob action on the campus. Is this interpretable in terms of the campus climate, or the broad currents of campus attitudes? How significant is the phenomenon of mob action?

Well, just to start the ball rolling, let me make one or two observations, and then expect to have my ears pinned back as a result. It seems to me in terms of the type of analysis we have been making, mob action of the kind that has been occurring on the campus is entirely expected. It is a testimony to the very large degree of group dependence of students. It is a testimony to their lack of rational control over conduct. It is a testimony to their lack of social responsibility, and it is a testimony to their self-centeredness. They are trying to find means of expression, of interest, of excitement on a campus which has become dull for them at a particular time.

Yet is it really a significant phenomenon on the campus, except to Deans of Students who have to deal with it? My suggestion is that the mob phenomenon is so a-political, so a-social, has so little basis in anything except trivia, that it really does not amount to anything of a significant social phenomenon in the society as a whole. It is an aberration in the total picture with which we deal. It is not anything fundamental, except in this regard, that it indicates how trivial is the range of concern of vast numbers of students, that the best they can do is to devise a panty raid in order to have group action at a particular time. They cannot produce a massive demonstration because of the grading system, because the faculty has been unfair, because the buildings have not been well kept, because the food is bad. Even the food riot has largely gone out of popularity, hasn't it, at the present time? You are in a situation in other words where you pick on questions which have absolutely no relevance to anything which anybody considers important, and expend your mob action on that rather than overthrowing the government, or hanging the president, or whatever it might be that would be appropriate in Middle Eastern, Latin American, and some other countries.

Mob action therefore is significant in the sense that it indicates how very irresponsible is the mass climate in which students largely have to work.

Then a comment perhaps about student responsibility and

student government. My impression is that student responsibility is an extraordinarily different undertaking for students that confront this kind of a campus, if this is indeed a valid picture of a campus. Suppose there is an individual student who is concerned indeed to assume some responsibility or some leadership. He is put, I think quite correctly, by Dave Riesman in a morally ambiguous position. How can he undertake to be a student leader in this kind of an atmosphere, the very act of leadership under these circumstances. It seems to me he cannot act effectively or function effectively in this sort of a situation, with one exception. I am wondering whether indeed we have not misplaced the emphasis in student responsibility. We have given to students, or invited them to take responsibility for students, and this is something they cannot do. They cannot really effectively carry it out; even if they try to carry it out, they will be rejected under these circumstances. But supposing we gave them responsibility for the institution, not for the students, but for the institution. Suppose the students really had responsibility for things that count, rather than for things that were of relatively little significance.

I think there is evidence to show that under this kind of impetus, strong student government can develop. However, it takes a very substantial act of faith and courage on the part of a college administration to be willing to entrust decisions to students on things that count for the institution, and I wonder if we really are courageous enough to entrust to students, who may indeed throw overboard the responsibility that has been given to them and learn through the sad experience of making very serious mistakes and bungling the job. The institution will suffer, yes. Perhaps the students will grow in responsibility as a result. Which is more important, to save the institution or to enable the nucleus of student responsibility to grow?

Finally, just a word about the faculty. Here I think probably Dave Riesman and I come out at somewhat different positions. If I understood you correctly, Dave, you have a low opinion of the faculty. (Laughter) And I confess from time to time, as one trying to work through a change in educational policy, I find myself sharing such opinions. This becomes particularly obvious when one witnesses the disinterest of faculty in student affairs, or the ineffectiveness of faculty when they deal with student affairs.

Yet, it seems to me that again perhaps the way out is a radical reversal of roles, rather than the acceptance of this kind of a situation. I would like to see, in other words, the faculty serve the function of bridging the gulf that is open between students and the college; that by and large it seems to me, with

all deference to this group, that you are in a morally ambiguous position, that you cannot bridge the gap between the institution and the students. You are administrators. You represent the executive arm of the institution. The faculty after all is irresponsible. They do not have to carry the weight of the institution and the students perhaps can look to the faculty as a somewhat less committed, or less involved group, if the faculty handles the bridging operation correctly.

This it seems to me is extremely difficult for many faculty to do. They are exposed to extraordinary pressures to advance themselves professionally, and you have so professionalized the field of student affairs that it is extremely difficult for a faculty person to develop much confidence in dealing with students at the present time. You insist that he have a degree in psychiatry before he can advise a student, and not many faculty are willing to go to this extent.

At the present time it seems to me perhaps we ought to expect the faculty to find its bridging role in the functions which they are competent to perform, namely, intellectual leadership; and that if we are willing to pivot the college atmosphere around the job which it is the college job to produce, the expansion of knowledge, the increase in knowledge -- in other words, making the intellectual function of the college unmistakably paramount in every aspect of college life, and make it clear to the students that this is the purpose and probably the only real bona fide purpose for their being in college, at that point the faculty then begins to have a proper role which would be recognized, I think, by students and administration alike in bridging the gulf between the college and student life.

In other words, if you want to put it bluntly, student life needs to be intellectualized in order so the faculty may itself find its proper role vis-a-vis the areas of life with which students are concerned.

Perhaps that is enough to start. (Applause)

MODERATOR GUTHRIE: I know your applause for the two speakers checks with what I was about to observe, that I just made a study of the modern member of the teaching staff in relation to his understanding of student life and culture, and the part he can play on his own campus in training and supporting his Deans. My conclusion is that 100 per cent of the members of the faculty with whom I am intimately associated today, are well acquainted with student life, and with the contribution they can make and

with the contribution we can make. This is a very happy thought in this case. Whether it checks out statistically throughout your campus, I do not know.

For the purpose of our discussion, will you stand and identify yourself, and make your statement known or your question known. You may direct it, if you wish, to either one of the two panelists. I am doing this deliberately, in Quaker meeting style.

DEAN SWARTZBAUGH (Univ. of Pittsburgh): I think some of us are sympathetic enough to this point of view of intellectualizing student life that we would perhaps, if it were not for our jobs --

MODERATOR GUTHRIE: Will you begin again, a little louder?

DEAN SWARTZBAUGH: I think some of us are personally -- and I say personally, though not professionally -- concerned enough with the intellectualizing of the student life that we might propose putting the dean of students under the dean of faculty, or the university, or the Vice Chancellor of the academic faculty. I do not know how well this would go over, even though we might sympathize with it out of our own educational background. Would you recommend this kind of thing? Would you recommend that this might restore the student life to its proper place and enhance the role of the teaching faculty member, and perhaps make us less concerned with specialization, that we do the counseling and all the advising? Do you suggest this for the large university?

PROFESSOR JACOB: I recognize the difficulty of the particular organizational form of the approach that you suggest. It is, I think, inconceivable that either the academic dean would want to have the dean of students under him, or that the dean of students would want to be under the academic dean, in most places. In some institutions, I think there is something to be said for the unity of the two positions, that it may well be that the separation, organizationally -- and I realize that this is perhaps inevitable in a large institution, but nevertheless, the symbolic result of that is to say to students, all right, this is the students' side, and this is the college side, or this is the academic side.

More likely, it would seem to me that there needs to be, rather than a unity of personnel, there needs to be a unity of approach between the personnel and the faculty sides. Frankly,

I would agree completely with Dave Riesman's feeling, if I understand it correctly, that the faculties at the moment are not sufficiently interested in or concerned with the problems that you are concerned with. They need somehow or another to be -- those that are capable of doing this. There is a limit to their number to be brought more effectively into the operation, as you have done at Pittsburgh so wonderfully with your counseling system.

On the other hand, it seems to me that very widely personnel people are not sufficiently concerned about the academic problems, and the educational policy problems of the institution and that probably joint action, crossing the line between the two groups, is imperative for the development of such a unified approach. I would say probably, undoubtedly there needs to be the sharing of personnel back and forth too.

MODERATOR GUTHRIE: I think it was Dr. Edwin Burdell at Cooper Union who thought that the deans ought to get off the fire escapes and into the educational buildings -- said in a little different way.

DEAN ZILLMAN: Dr. Riesman, I would love to hear you help some of us out, who are being asked by students on occasion these days, "Should I, or should I not get married next semester?" It seems to me that there is an unmistakable trend in the social scene today in this direction. What responsibilities have we? What studies have you sociologists engaged in of this phenomenon? With what can you help us?

PROFESSOR RIESMAN: I am delighted with the question, because it puzzles me. Let me make just a few comments on it. When I raised the question at the end of my own remarks about bull sessions, I was thinking of the fact that the great confidante of the student today tends to be of the opposite sex, and this has a lot to do with what is going on educationally. This is plainly so in graduate school, where the fact that two-thirds or more of the students are married. It changes the caliber of the institution from what it was, let us say, in medical school or law school, of arts and sciences, when the faculty were themselves passing through it.

My own feeling is that many of the things we are talking about today, and many of the very rapid changes to which Phil Jacob referred, are the result of the fact of the increasingly -- and in some ways fantastic -- precocity of our students, the age at which menstruation begins has been dropping in the last

hundred years, from something like 19 to 13 in the western world. What is responsible in the way of nutrition or billboards or what, I do not know, but anyway this is so. (Laughter) Presumably the onset of puberty in boys is equally dropping. And the early sophistication with which students today come to college is the result of having gone to that ersatz college known as the high school, in which all the paraphernalia once associated with college -- organizations, clubs, dating, raiding, and so on -- now go on full force even in the junior high school. So many students when they arrive at high school have had it, and the result, of course, is that what needs to be done in college quite changes its character.

To come back to my direct question, when I ask myself how can the student know at 20, 21, or even younger, that he or she is the one, how can they be that sure, to make these early marriages, I come out and I have put this question to a number of young people and I come out with two answers which point in different directions.

One is, because of steady dating, and because of the greater permissiveness of society, sexually and otherwise, we have had the experience of intimacy that an earlier generation did not have in the old stag line days, and we may have had it not concurrently but sequentially with half a dozen members of the opposite sex.

The other answer that I come out with is that the shallow maturity which is reached by people today in their teens, the precocious blandness to which Phil Jacob refers, means that it does not matter whether you buy in marriage a Ford, or Chevrolet or Plymouth, they are all standard production anyway.

This is perhaps too despairing a view of early marriage, but I am much against early marriage. I think that it is a menace to the educational life, and a menace to the proper, slow genuine maturation of students.

One factor I am convinced is responsible in many of the most pressureful places today, and I am talking now about a handful of institution, when I see the pressure that students are under to prove that adequacy, places like Harvard, Reed, Antioch, Swarthmore, Chicago, where they are being given a verdict on their academic performance by a gatekeeper, which may be utterly demoralizing. So a group of students come out of Harvard College, as a recent study shows, so-called average students, who are way above the national norm, who have decided as a result of their college experience that they really are not very good, it was just luck

they were valedictorians in high school. They met 500 others when they came here.

The students find in the opposite sex a source of solace and a source of adequacy, and that privatism to which Phil Jacob refers. They pull a blanket over their heads, literally and figuratively. (Laughter) As I say, I am sorry about this.

MODERATOR GUTHRIE: In the back of the room.

DEAN HICKEY (Long Island Univ): I believe Professor Jacob made the comment, something to the effect that we insisted that the faculty have degrees in psychiatry. I wonder if we might have some elaboration on that particular point, especially in terms of how we might best coordinate the counseling effort, which I think is the point.

PROFESSOR RIESMAN: Can I make a comment. I want to see the humble faculty member who does not think he knows students. (Laughter)

PROFESSOR JACOB: I suppose the first word is touché. (Laughter) I think probably a certain degree of reasonableness in the requirements that are placed by responsible student personnel people upon the competence of the people who engage in personnel counseling and personnel advising is necessary. In this regard -- of course, I trust you got the facetiousness in the remark about the degree in psychiatry -- to look a little askance at faculty who you know from your own experience carry no weight with students, do not understand them, operate without knowledge of their extra-curricular life, look on them frequently as merely bread tickets or possibly at a higher level, the means by which they can proceed to have foils for their own professional expediencies, I think is justified. There are many faculty who are neither capable nor interested in activities which will involve them in any direct personal relationship with students. Presumably they should not be used.

I would think that one would have to start with the proposition that there is going to be a caste system in faculty as far as use in student personnel work is concerned. There are those who just will not qualify. They are untouchables by their own choice. But then there is the fair group of others who are hounded by their own professional demands, the necessity imposed on them by their profession, to engage primarily in intellectual work, and it seems to me that at that point there needs to be some kind of regard for their dual role.

If you speak in terms of the two curricula, it seems to me it is quite legitimate to consider faculty to be paid for teaching in both curricula at the same time, and if they are so paid, then to expect that they will gain the expertness that is necessary in your judgment for them to be effective, is an entirely reasonable expectation.

MISS VIVIAN HATCH (National Student Association):

I would like to get back on one of the comments that you made, Dr. Jacob, about mob riots, and how trivial they were, or at least how they showed nothing significant other than the fact that the students would consider insignificant things.

I think there are two types of riots. There are the riots of spring type of thing, that are letting off steam; but then there is the type of thing that expresses a valid concern. One you mentioned was food riots. I think that food really is a very important part of one's life. I think very few of us here would be not a little disturbed if we found that on the agenda for tonight we would have peanut butter and carrot sandwiches. I do not think this can be considered a trivia. I think a good experiment would be perhaps to have the same person trying to start a riot in a well fed cafeteria, and one which was not. I think the results would be very different.

I would like to ask you the question, do you feel that if the students felt they had an organization that had the responsibility -- and I say responsibility, not power, because I do not think it is a power struggle -- for handling some of these matters, and carrying the students' concerns about things, that they would reduce some of these riots, or these demonstrations that are about, I think, some very important concerns of the students, that are important to his life on the campus?

PROFESSOR JACOB: I fully agree with your conclusion in this regard, and may I say at this point, I think it is highly relevant the kind of leadership which National Student Association is taking in this regard by trying to insist there is a correlation between the importance of the decisions you are called on to make and the degree of responsibility that you assume -- a lesson which I fear neither faculties nor college administration people have fully appreciated, particularly as they become more and more institutionalized.

I did not mean to suggest that the food riot was in the same category as the panty raid. I think it is quite different. I would fully agree with you that the food riot is serious.

PROFESSOR RIESMAN: You are giving away too much. I do not see that at all. It seems to me that most of our students do not suffer from being ill fed, and that food riots, parking problems, even library hours, are not the kind of thing you were talking about. You are letting down your side now, Mr. Jacob. (Laughter) I thought you were eloquent in what you said before, about the fact that the students were not concerned with what really mattered in American academic life, with the institution, with its educational affairs.

When students begin to protest the fact that the lectures have no connection with what really matters, then I would be agreeing with you; but when they want more for a nickel in the cafeteria, all right, it is not quite so silly maybe as the panty raid, but it is not so serious either.

PROFESSOR JACOB: Could I come back just a moment. I suspect what is happening here is we are talking about food in two connections, and you are quite right. I was misled. (Laughter) I was thinking at the moment, in response to the question, in response to the problem we had in our days of food deprivation riots. In other words where we went on food fasts as a means of protest against the sort of thing that we felt was important. But in terms of using the poorness of the food as the object of attack, I would agree. Miss Hatch, I thought you were talking about the kind of food riot in which students went on deliberate food fasts as a means of demonstrating protests, or was I mistaken.

MISS HATCH: Well, there are all kinds of food riots, (Laughter) whether they are a fast, or whether they are throwing the trays downhill, or what not; but I am talking about the type of riots that are illustrating the concern of students which really plays a part; and I would still insist that part of a happy adjustment to a school life would be in part the food. But you can take a lot of other concerns, and sometimes even panty raids, I would say, are a demonstration of concern over something else. They may not be related directly obviously. Sometimes I think it is the students' way of expressing some dissatisfaction some way in the college, when they do not have the means of expressing it some other way, or at least they do not recognize the means. I do not say it is a good way to express it. I certainly am not in favor of food riots, but I do say that sometimes they are expressing something which is significant, which people should pay attention to.

MODERATOR GUTHRIE: While we have Miss Hatch on the floor, a letter from NSA from Fred Werner made what I should say

were some shrewd observations about riots and about the inclusion of student leadership in a pattern of riot prevention. One comment struck me particularly, which was that one so-called student leader on the campus said he had to keep ducking all the time for fear his Dean would see him and help him prevent a riot on the campus in spring weather.

I had two thoughts about it. One is that I am sure there are places where there is student participation in an elaborate system of riot prevention (if you want to call it that), but it goes much more fundamentally into the whole aspect of student participation in university affairs, a feeling of responsibility and an actuality of responsibility, and this is not the kind of thing that Werner was talking about, was it, when he said that students were ducking for fear their Deans would see them and want them to go to the fraternities or dorms and see there would not be any disturbance that night.

MISS HATCH: I do not believe so.

MR. FRED H. WERNER (Vice President, NSA): Werner, NSA.

MODERATOR GUTHRIE: Greetings. Are you the author?

MR. WERNER: Yes. In speaking to that quotation which you cited, I believe the campus that the student body president came from is one of the better cases of student participation in the whole academic process, so that this statement by the student body president is a value judgment that perhaps there are more important things for him to do in concerning himself with the state of his university. I would say that the students on this campus who have reached the student leadership -- and I think it is a broad basis of student leadership -- have a broad sense of student responsibility.

MODERATOR GUTHRIE: Thank you for the clarification. Another question?

DIRECTOR FOY: Dr. Jacob, it seems like in the history of education that the faculty members got there first. In other words the people in student personnel are late comers, and it seems that we are filling a void which has been voluntarily vacated by the faculty, and I am wondering how we can hope for them to help, when the faculty improvement and promotion is based mainly on research and publication, rather than on participation in the second curriculum?

PROFESSOR JACOB: It is a very, very vital obstacle.

Looking at it particularly, let us say, from the standpoint of the younger faculty person who often is not in the position of having a secure future and yet may be precisely the person who is a good bridger -- and that was why I was led to make the remark that I felt this was a question of administrative policy of highest importance, that you could not settle this thing in terms of you finding a likely assistant professor or full professor, or whatever it might be -- particularly this younger man who is just the right person to use in a given situation and saying, "Won't you come in and give us 10 to 20 hours a week working on advising or counseling," and so on. If he is wise, he will say "no."

The chances are he is so interested in the kind of thing you are proposing, and so convinced it is integrated with his total mission as a teacher, he will say yes, and thereby jeopardize his own future. If this were a request made by the academic dean through his department chairman, which has been arranged properly by administration at the higher level, this perhaps could work out under these circumstances.

This was what I meant to say, that I felt there was a balance here that had to be secured, that there needs to be a revision of the point of view on the part of the academic administration toward this job, just as much as there needs to be the other way around. I doubt if this revision will take place, was the point of my other remark, unless the central intellectual purposefulness of the entire institution can be clarified.

In other words, to buy support from the academic side of the university, you have to convince the academic side of the university that the only job the university is preoccupied with is the advancement of the intellect. In this case, I am speaking now not of the Harvards, but of places where the reading lists are not quite so long, and where they might be made longer and where the support of the athletic coaches and of the dormitory counselors and supervisors, and directors is given in getting the reading lists longer, and making sure they are read, and that this is the central and primary purpose of the institution, is fundamental.

I suspect there are a few institutions of that kind represented here. I know there is one, the one from which I come, in which this is an extremely vital issue at this time. How can you reorient the level of expectancy -- the word that Ed. Eddy has used so effectively -- the level of expectancy so every student realizes this is what is expected of him by his fellow students and the administration, and the faculty, and the

personnel administration people. If that is clear, I think this other problem you mentioned (and is quite appropriate) might be solved.

MODERATOR GUTHRIE: I have a suggestion that we take a seventh inning stretch, and let us take about fifteen minutes more after you do that stretch. I do not suggest that you leave the room. When we return to our seats in two minutes, let us ask Dr. Eddy to expand on this level of expectancy, how the objectives can be pointed out very clearly.

... Seventh inning stretch ...

MODERATOR GUTHRIE: What was suggested as a slight breather turned out to be a continuation of the discussion here at the head table. I think I would like to go back to the volunteer statement which I volunteered for Dr. Eddy, if you would like to make some comment about this level of expectancy, from the point of view of the student reaching it, and knowing what it is, and what the administration and the faculty people have in mind. Would you pick that up for us?

VICE PRESIDENT EDWARD D. EDDY, Jr. (Univ. of New Hampshire): I think those of you who are acquainted with our study in the college influence on student character, recognize immediately that this level of expectancy is the one important factor that at least we seemed to uncover in that study, that it governs so much of what happens to the student, not just in terms of the academic part of his life, but in terms of the social part, the moral part, and so on.

What concerns me about this particularly, in relation to what Dr. Riesman and Dr. Jacob have been talking about, is that I would agree with Dr. Riesman in that there are a number of students who are -- he did not say it in this way, but I put it this way -- way ahead of a good many of the colleges. They are interested in something which the colleges themselves are not ready to provide and that the colleges are catering in terms of both the academic program and the second curriculum, as you call it (which I would quarrel with but not at this point), that the colleges are providing something for a student who increasingly is not there. This ties in, I think, particularly with the comment Dr. Riesman made about how the American high school has taken over some of the functions of the college. I think this is particularly true in extra-curricular activities, and the athletic activities and so forth. The drinking is done in the high school, whereas it used to be started in college. The social dating and the very serious social dating, and even to a certain extent the earliest sexual activity

is taking place in the high schools, where it used to start in college. The high schools are developing, and even the elementary schools are developing full scale proms, for instance, and as a result the full scale prom is going out on the college campus. The high school is developing the full scale year book, and year books are going out, dying out, on college campuses. At least this seems to be the trend.

But what is taking its place on the college campus? What are we prepared to provide in place of this? I think for the most part we are providing a repetition of the old experiences. We are behind the student; the student is asked to go through the same thing, after he has once been through four years of it in high school, and naturally he is bored with going through the same thing again. He is bored with repeating the same experience -- in planning and decorating a gym for a Junior Prom, and pasting together pictures for a year book, for instance; or running a news paper or running a student government activity. He is looking for something different, and he is not finding it. As a result, we have the attitude of apathy which has been described by a number of studies, including ours, for instance. In other words, we have a different student on our campus, but we have the same college as for the old student, and we have not caught up with the students yet.

DEAN JAMES H. SCOTT (Univ. of Arkansas): Would this be possibly a fair addition to that statement, because this strikes me: We were condemned for drawing the student away from his academic pursuits, without sufficient time for his studies, etc. At least in my experience, if the kinds of things that did happen on a college campus are now sinking towards the high school and perhaps the elementary school level, if those things are occurring I find yet no evidence on the students' part, by and large, of themselves going into this academic pursuit. They are not interested, seemingly, in improving their minds, which is the principal reason for their going to school.

PROFESSOR RIESMAN: Mr. Scott, I have been reading the Arkansas Traveler for the last few weeks, and I am struck with two things in it. Maybe you would like to comment on it. One is exactly what you say, the continuation at your University of perhaps a more sophisticated and, in quotes, "glamour culture" of prom queens, and so on; but the other is the oath controversy carried out brilliantly in your paper, showing tremendous concern. Does that represent only a handful of students? There is a fight against Faubus' oath law which would require faculty members to reveal all the organizations to which they belong.

DEAN SCOTT: Yes, unfortunately it was true of only a handful of students, and from my limited knowledge at any rate I would suggest there were a number of faculty members who goaded those students into trying to create the interest. The student himself would not come to this, had not the faculty members themselves been concerned. This kind of thing concerns me. I think it speaks well of the point both of you have been making. Why didn't our students rise up in arms on this thing? I am sure this thing could have been broken if they had, because after all their parents are the political swingers in the state, but they did not.

MR. WERNER (USNSA): I think there are a number of councils across the country where student government and college papers are still continuing their valid function within the educational community. The University of North Carolina, or the University of Wisconsin, the University of Texas, any number of small colleges are still using student government, and the student newspaper in a traditional sense -- the sense, I assume, that most of you remember, your student governments or student newspapers.

May I ask Dr. Riesman this question? It seems to me from my traveling across the country that students for the most part, when confronted with the findings of the Jacob report and of some of your work, Dr. Riesman, in American education, become quite concerned and quite interested in this problem. I am wondering whether perhaps the deans and faculty members ought to run symposiums on student sub-culture on their campuses, to begin to self-analyse the nature of their institution, and just get everybody stirred up about it and recognize that perhaps on a large number of campuses that we have not reached the optimum goals of education in the institutions.

PROFESSOR RIESMAN: I think that is an excellent idea. At Wesleyan next year a group of students are planning a series of discussions on education and student sub-cultures and so on, in which they will involve faculty as well as people from outside. As I have seen this attempted at a number of places, I think the danger is -- I can tell you very frankly what the Wesleyan students thought they would first do was to get all the big names they could get in education -- Mortimer Adler, Hook, Rickover, Bestor -- and I thought they would bore themselves the first day, because these people have nothing to say, at least I would think, about the problems we are discussing today. In order to find people who can discuss such matters (there are not many anyway) the students need a good deal of help from people like yourselves.

DEAN SHOFSTALL: I do not know if either member of the

panel, or which one would be most interested in this. It seems to me, if we are going to do something about influencing policy, which in the last analysis this amounts to, whether we are going to have two curriculum or one, or a clearly formulated goal, we must look at the question: how is policy formed? I have a feeling, and this is the question: Is policy not formed through a sort of potpourri, playing of power here, there and other places; and yet we are talking on the other hand about forming policy through what is right, what people think, through discussion. If policy is not formed that way, we are sort of barking up the wrong tree, are we not? How is policy formed in institutions of higher education? What is the culture pattern that forms policy?
(Laughter)

PROFESSOR RIESMAN: I am grateful for the question, because I have felt too that some of the things that have been said here were not too helpful, because they did not confront this issue. Let me try to answer. I think one has to answer -- although it may sound snobbish, it should not -- in terms of different levels of institution. I would say at the pace setter institutions policy is formed in the academic market place for assistant professors. It is not true, I believe, that at such institutions Professor Jacob's policy will work, of getting young professors interested in their students and acting as transmission belts, each way. The reason I think this is that they are not looking to their own faculty for promotion, but the general academic market for their discipline. They are looking to that discipline for excitement, for intellectual life, as they define intellectual life. This is why I am pessimistic about faculties.

I do not think the young faculties are better in this respect than the old. They are more specialized, more departmentalized, more excited about the work in their field. Professor Jacob comes of the youngest generation of political scientists to be at a meeting like this. The younger ones, where are they? They are in game theory, model building. You know all the games that the political science fraternity is interested in today. They wouldn't be caught dead here. (Laughter)

Now in that situation, I think at the best institutions some of the worst dangers are the result of this growing specialization and departmentalization. And that is where policy is set. The only way I see, and it is not a very hopeful way, to reverse that current at those institutions is to re-define what intellectual life is all about.

Phil Jacob can invite people into the intellectual life

at Penn as he says because the students are not close enough to be damaged by it. And at many institutions represented here they are probably not even that close. But at the best institutions, intellectual life needs to be reorganized, and that is where we need to start, and it has to be reorganized in terms that this divorce that has confronted us all afternoon of the two curricula is broken down, and we do not see intellectual life here, and total life in some other compartment. What does this mean? This means a social science which is a humanistic as well as a scientific enterprise. It means a scientific enterprise which is concerned with the nature of the world, and not with the nature of a particular organic compound. It means humanities which are just not in fact technology. It means therefore an intellectual life which is so vivified, as is happening in some places, through general education or through various reformations among the disciplines, that the faculty naturally gravitate to students who share their interests, and vice versa, because they are not having to artificially compete with each other for majors, which is contaminating in most instances to the intellectual life.

That is one answer to your question, at the best institutions. That is certainly a long-run one, and I have no really-- how should I say it -- practical, political suggestions as to how to deal with it.

At the lower echelons of intellectual life, I would say the less cosmopolitan institutions, the customers have a lot to do in setting policy. The "customers" are the students, parents, legislators, the donors, the local community. And the faculty at the best institution is still fighting that outdated situation from which they once suffered when that is no longer the issue, while the faculties at the institutions where the customer is king is trying to make the discipline king. That is not a sanguine answer.

PROFESSOR JACOB: I fully agree with your feeling, Dave, about the important control over faculty that is exercised by the discipline. It is the great god we all worship, and more or less have to.

I think there is a somewhat different problem that is confronted in the massive institution, the institution which is the mill for the growing number of students and is a place where your question particularly concerns me because I think that is where 80, 85, 90 per cent of the students are going to be within a very short space of time. I gather there that secular administration, non-academic administration, makes very important decisions. They make decisions about buildings, they make the

decisions about the expenditure of money; they make decisions as to how you are going to organize the academic community. I think a fair amount of the type of thing we are talking about today in that kind of institution has to be faced at that level of what we call the higher administration, let's say, where only those faculty penetrate who are marked as administrative men.

Somehow or another I think we have to -- I get the feeling more frequently that the dean of students is an influential policy maker on campuses of this sort, more so than is perhaps the academic dean; and therefore the initiation of a change of a greater integration of the two sides of the campus in such institutions may well be part of the very policy making process in which this group itself is involved.

You may be able to do things to reshape the environment for the faculty, which the faculty either cannot do for itself or would be unwilling to do if it were given the opportunity.

DEAN TRUITT: I have a comment on this. I would like to get a different aspect of this problem than one that the dean deals with day in and day out. In some midwestern schools which I know about, especially if we have grown from a small school in fifteen years to 20,000 students at the present time, we draw a large number of students from other sub-cultures of the country. These people have many times different characteristics because of different child-rearing problems. They are quite verbal people and so forth, and they in short order become student leaders on our campus, so that they are the editors of the paper and they run other things like Union boards and so forth. Then on these other governmental organizations --

PROFESSOR RIESMAN: Excuse me. What is a Union board?

DEAN TRUITT: That runs the student Union.

PROFESSOR RIESMAN: Oh yes. (Laughter)

DEAN TRUITT: But where we have popular vote of students for officers, then usually people from the state, Michigan or some surrounding state -- sub-culture anyway are in this. So we have a conflict in value systems between those that are representative of one sub-culture against the representation of other sub-cultures and the dean is caught in the middle.

I was just wondering if Dr. Riesman would make a few comments about this particular problem.

In other words, the press is saying, what has happened? From 6,000 to 20,000, when we had all one sub-culture very few boys from out of the sub-culture and now we have many.

PROFESSOR RIESMAN: You remind me of an experience I had when I was teaching at the University of Chicago and a boy came to see me from a small Nebraska town, who had been told by his high school teacher that he was a bright boy and should go to the University of Chicago. He was on the point of dropping out. He had landed with two room mates from Brooklyn, who fitted just the stereotype you were speaking of. I asked him who his section people were in his general education courses, and each of them turned out to be of this highly sophisticated, avante garde type who convinced him he was a hick. He came in and I suggested a couple of changes of section and put him in the hands of faculty people who could respond to both sub-cultures.

I know a little of what you speak of. I would say this is education. If this is not happening, you had better worry. I remember at the American Council on Education meeting (to whose report Dean Guthrie referred) talking not too jokingly with Clark Kerr of the U. of C. at Berkeley and Harry Gideonse of Brooklyn, saying they ought to trade a thousand students a year as an experiment in international living. (Laughter)

What worried me are the regionally tight places that there used to be. They worry me even more than the serious traumatic issues that you are faced with. Either way -- if you get a cosmopolitan group that has not -- quote "cosmopolitan," and quote "sophisticated" -- had any experience outside of the Hudson, they certainly are parochial and have no way of knowing it, and in many junior colleges and state colleges, one thing is that you do not have enough students from outside. You are not in the Colorado, Michigan, Ann Arbor, Wisconsin league of invitational institutions.

Now because this is what is the conflict in our American and our life as a whole between these two worlds, and the only answer I would give to you would be to say, "glory in your dilemmas" and do what you can with both groups of students, I would think, in your social science program to make this a point of understanding and mutual understanding so that each understands the value of the others, and the limitations in the others.

To sum it up, now granted the fact that the general American temper -- you might say Hollywood, Madison Avenue culture -- lies with your imports rather than with your locals, it is possible that students need some protection against the

cosmopolitan. This could be like the Nebraska boy I spoke of. That is, they need something -- I am convinced, on many campuses girls are under extravagant pressure for intimacies on the part of very glib boys who have new arguments (laughter) drawn from Freud, warmth, decency, God knows what, and they need some protection. So do the boys. How this protection is to be provided without Philistinism, without stuffiness, I do not know. I think there are genuine issues here. But if these were not issues, then I would think the students were too encapsulated and were not getting an education.

MODERATOR GUTHRIE: This might be another point for a commercial for the Panel of Americans, but we will not take time for that. But you are not too discouraged, John. Education is taking place.

DIRECTOR TRUITT: We understand that. The basic point is that this affects the morale of the student body and the faculty and so forth, and whatever the issue is at the time, the faculty seems to agree that this is another issue in which they cannot do some of these things that we say today are other topics that need to be done to get the educational institution back on the road again. It is the affect and the image they see, and see us in in this type of thing.

MODERATOR GUTHRIE: In one form or another, I am sure on any of our campuses we hear it said that the comfortable days are over and that we find so many new things to face us on our campuses today.

PROFESSOR RIESMAN: I am not sure I understood your last remark. Did you say you are put in the status of chaperones in this issue?

DIRECTOR TRUITT: I am saying that a certain number of faculty people will choose either of the sides, and make as much hay out of it, administratively or anti-administratively, as they would care to make, and it spills over in the faculty where you get a double image of what a university ought to be doing itself and the personnel people, if we are not careful, are the pawns of the argument. The personnel workers in general are going to suffer in these schools where this is occurring at a rapid rate, if we do not do something about it. We sell them on the idea that this is a normal on-going process.

MODERATOR GUTHRIE: Our time is catching up to us, and I want to turn to our two panelists for a last word. We will ask

them to do that. I know you have other questions. I apologize to Don DuShane and others back here who are on the backlog of questions. Maybe this is a good way to leave it. May I turn to each one of you. Dr. Jacob, do you have a word we have not given you a chance to say?

PROFESSOR JACOB: I feel talked out at the moment, and very appreciative of the questions that have been raised by the group, because it seems to me that those point the way toward some further deliberations on our side of the fence, on the faculties.

MODERATOR GUTHRIE: And you, Dr. Riesman.

PROFESSOR RIESMAN: Let me make one quite personal caveat which comes to my mind when I hear Phil Jacob talk about getting faculty members who will act as bridges. The image that I have, the analogy is with the situation of a college that abolishes, let us say, racial discrimination before any other college does, and finds that it fills up immediately with the previously rejected. The faculty member who lets down the bars against students, in the way that you would like, when other faculty members for their achievements or for their sins, are not doing that, is flooded and suffers from all the casualties created everywhere in the university.

Again, I have no good answer to this, but I am just suggesting how I as a faculty member feel when I am confronted with the real wishes of students for closer and fuller contact with faculty members and for using us as well as the personnel and counseling people to bring problems to, often under the guise of academic problems. If we are responsive to that, then the chances are that we then bear a disproportionate burden in comparison with our colleagues.

The only way I can see practically of dealing with that is for a sensitive university administration to make up for this in some other way, by leaves of absence or what not, so one can meet also the payroll to the discipline of which Dr. Jacob spoke.

One other comment on an earlier point that Phil Jacob raised, and that Mr. Eddy raised too. I have had this experience a number of times on visiting a campus, of having the faculty say to me, you cannot expect a turnout of students. Tonight is a big hockey game, or tonight is a weekend and the students are all off somewhere. And then finding actually, contrary to their

misgivings, quite a number of students who are interested in the kinds of issues we have been discussing now.

Then I have to interpret this. I have to ask myself two things: Was this here before I came? Was it just evoked by a visitor who was freer to talk than the natives? Is the faculty not aware of what is around? That is one possibility.

The other possibility, to which I would like to return is, what is wrong with the students that they do not do it on their own, that they need me or some excitement from outside, or some faculty member to do it for them? I really feel that the students expect from us, from whatever side of the academic pastures we come from, what often they could do for themselves. Nothing is to stop them from starting seminars on such matters as these, from turning the student paper into a more serious organ, and so on. The students themselves are not aware of their power, of what they might do. Here I think the fine human qualities of individual students lack any collective support from the group of students that they could get together. They might think indeed if they got together that would be terrible conformity. I do not know.

MODERATOR GUTHRIE: I want to thank each one of you for your participation in the session, and without singling out people, certainly Dr. Eddy and the two representatives from NSA. I do not think I introduced them. Diane Hatch is the executive vice president, I believe, and a Brigham Young student. Fred Werner is a Trinity College student and is president for student government.

To the two social scientists, may I say the divorce is not complete. On our campus the student government president -- and we have had one of the finest years I think last year with a political science major with 3.8 who was our student president. The international affair was an event which the political science and international relations majors supported. The faculty and our model United Nations was a student activity, but carried on largely through international students and American students, so I think there is a togetherness between the teaching staff people, and the deans in the activities and the student body, and we glory in it.

But last, just a very special thanks to our two panelists who have joined us here today, and I think that we would have wished that we had our faculty represented in this way from our own campuses. I know you are very proud of the

two campuses that these two men represent. Thank you very much.
(Applause)

CHAIRMAN CLEVENGER: Thank you very much, Bill, Dr. Jacob, and Dr. Reisman. It has been a wonderful contribution to our annual conference.

Anything else to add to this session?

... Announcements ...

CHAIRMAN CLEVENGER: Anything else? We are adjourned.

... The Group Discussion Session recessed at three-thirty o'clock ...

THURSDAY EVENING SESSION

June 29, 1959

"Kids from Home Show"

The "Kids from Home Show" was presented at Boston University at eight o'clock, Producer Fred Waring, and Director, Dr. J. Clement Schuler, Amherst College. The cast of college and university students who present a variety show in Europe during the summer under the U. S. State Department sponsorship, is as follows:

<u>Name</u>	<u>Spec.</u>	<u>College</u>	<u>Home</u>
Lucy Hyneman	Twirler	Univ. of Tulsa	703 West Main St. Lexington, Ill.
William Fisher	Director	Lowell State	83 Wachusett Road Needham, Mass.
Burl Lane	Alto Sax	Univ. of Tulsa	Box 373 Picher, Oklahoma
Nancy Humphrey	Tenor Sax	Rutgers Univ.	Main Street Montague City, Mass.

<u>Name</u>	<u>Spec.</u>	<u>College</u>	<u>Home</u>
Paul Grabow	Alto Sax	Michigan State	4035 Grove Street Skokie, Illinois
Susan Amunson	Tenor Sax	Univ. of Minnesota	324 So.EauClaire St. Mondovi, Wisconsin
Frank Honsevich	Baritone Sax	Univ. of Mass.	81 So.Prospect St. Millers Falls, Mass.
Tad Cantril	Trombone	Dartmouth College	124 Mercer Street Princeton, New Jersey
Carol Evans	Trombone	Univ. of Miami	1019 Andora Ave. Coral Gables, Florida
James Mahaffey	Trumpet	Alabama Polytechnic	Box 163 Montevallo, Ala.
Joe B. Cannon	Trumpet	Univ. of Oklahoma	930 So. 7th St. Ponca City, Okla.
Carolyn Mawby	Trumpet	Michigan State	R.R. #1 Belding, Michigan
Barbara Moore	Trumpet	Lowell State	124 West St. Amherst, Mass.
Don Reis	Drums	Univ. of Oklahoma	1930 East 35th St. Tulsa, Oklahoma
Eric Van Tassel	Bass	Amherst College	105 West 55th St. New York 19, N.Y.
Betty Ann McCall	Piano	Eastman School of Music	516 Tulas Drive North Minneapolis, Minn.
Ethel Donaldson	Concert Singer	Florida State	Route 1, Box 61 Palatka, Fla.
Bernie Thrush	Song Stylist	Towson State	Wiconan & Boardwalk Owan City, Maryland
Joan King	Dancer	Stanley School of the Dance	215 Main Street Indian Orchard, Mass.
Dick Disharoon	Emcee	Towson State	7808 Ardmore Avenue Baltimore 14, Md.

TUESDAY MORNING SESSION
General Session
June 30, 1959

The Conference reconvened at nine-ten o'clock, President Turner presiding.

PRESIDENT TURNER: Gentlemen, we have a lot to do; we had better get at it. Apparently this loud speaker is not connected this morning. Can you hear me in the back of the room? All right. We will get started on Reports of Commissions. Don, are you ready to give the Report of Commission I? Don Winbigler, Commission I Chairman.

DEAN H. DONALD WINBIGLER (Commission I): The members of Commission I for the past year who are present at this Conference include Jack Clevenger, Arden O. French, Arno J. Haack, Mylin H. Ross and Elden T. Smith, in addition to the Chairman. We have two absences, Bill Blaesser and Robert Gordon, who were not able to be here. For the sessions of the Commission during the Conference, we asked Don DuShane and Vic Yanitelli to sit in with our Commission, and they made very positive contributions which we would like to recognize. The official report of the Commission is as follows.

Report of Commission I - Professional Relationships

On April 9, 1957, at Durham your Commission I recommended to this Association the establishment of an Inter-organizational Commission to consist of representatives of professional associations dealing with student personnel services in colleges and universities. The proposed objectives of such a Commission were: to examine the purposes, functions and accepted responsibilities of such association; to define areas of common interest; to identify areas most appropriate for mutual and cooperative efforts among the associations; and to identify areas which should be regarded as reciprocal in terms of mutual service.

One year later at French Lick, on April 18, 1958, the Commission reported progress in the development of this proposal. An exploratory meeting, attended by representatives of the National Association of Student Personnel Administrators, the American College Personnel Association, the National Association of Women Deans and Counselors and the American Association of Collegiate Registrars and Admissions Officers, had been held in St. Louis on March 31 and April 1 and 2. The representatives who were present accepted as their primary concern a statement which had been drafted by Wes Lloyd and Bill Blaesser:

"(a) Identifying the most pressing issues and problems in the college student personnel field, particularly those of long-range import and those accentuated by curricular and enrollment complexities; and (b) Developing working agreements among professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead."

With this statement as a charge, the exploratory committee drafted recommendations to be submitted to the four cooperating associations. These recommendations provided for the establishment of three joint ad hoc committees as follows:

1. The Committee on Relationships with Academic Deans and Administrative Officers.
2. The Committee on the Preparation and Education of Student Personnel Workers.
3. The Committee on Relationships with Research Centers for Higher Education.

Your commission is now pleased to report that these recommendations were approved by the executive councils of the four associations and that during the autumn of 1958 the rosters of the three committees were determined by agreement among the four presidents as follows:

1. Relationships with Academic Deans and Administrative Officers

Chairman - AACRAO	John Rhoads	Vice Provost Temple University
ACPA	Marcia Edwards	Associate Dean, College on Education, Univ. of Minnesota
NASPA	Fred H. Weaver	Dean of Student Affairs Univ. of North Carolina
NAWDC	Margaret Habein	Dean of the College of Liberal Arts and Sciences University of Wichita

2. Professional Preparation and Education of Student Personnel Workers

Chairman - NAWDC	Elva Brown	Dean of Women Stanford University
AACRAO	R. F. Thomason	Dean of Admissions and Records University of Tennessee

ACPA	Price Ewens	Prof. of Education and Psychology, A and M College of Texas
NASPA	O. D. Roberts	Dean of Men Purdue University

3. Relationships with Research Centers for Higher Education

Chairman - ACPA	W. W. Blaesser	Dean of Students University of Utah
AACRAO	Robert E. Hewes	Registrar, Massachusetts Institute of Technology
NASPA	Robert H. Shaffer	Dean of Students Indiana University
NAWDC	M. Eunice Hilton	Dean, College of Home Economics, Professor of Education, and Director of Graduate Program in Student Personnel, Syracuse University

Th The coincidence of a bit of good fortune and a bit of plotting brought the presidents of three of the four cooperating associations together at the meeting of Western Personnel Institute in Pasadena on November 11 and 12, Catherine Northrup of ACPA, Herman Spindt of AACRAO and Kay Towle of NAWDC. Our president, Fred Turner, who was unable to attend, delegated as his representative the Chairman of Commission I. This meeting was used as an occasion for laying groundwork for a second conference of the so-called exploratory committee in connection with the spring meeting of ACPA in Cleveland.

At the Cleveland Sheraton Hotel three sessions of this second conference were held on March 23, 24, and 25, 1959, respectively. Those in attendance for all or part of the sessions were as follows:

Representing National Association of Women Deans and Counselors: Elva Fay Brown, Christine Conaway, Margaret Habein, Kay Towle.

Representing American Association of Collegiate Registrars and Admissions Officers: H. A. Spindt.

Representing National Association of Student Personnel Administrators: Wes Lloyd, Glen Nygreen, O. D. Roberts, Fred Turner, H. D. Winbigler (Chairman).

Representing American College Personnel Association: W. W. Blaesser, Robert Callis, W. G. Craig, Robert Kamm, Catherine M. Northrup.

Representing Western Personnel Institute: Helen Fisk.

In the course of these sessions it was apparent that the efforts of the group had been retarded somewhat by absence of clear-cut lines of responsibility. Although holding to the original concept that any idea of an inter-association federation should be avoided, the group agreed that the name and structure of the committee should be formalized in the interests of orderly procedure. Accordingly, it was agreed that the following recommendations should be submitted to the executive councils of the four associations:

1. That the main committee be known as the Inter-Association Coordinating Committee (NASPA, ACPA, NAWDC and AACRAO).

2. That the Inter-Association Coordinating Committee be composed of four members from each of the four cooperating associations; that one of the four be the president of the respective association; that the other three be designated by the president; and that where feasible in the interests of continuity the past president and president designate be included in the representation.

3. That the chairmanship of the Inter-Association Coordinating Committee rotate annually among the presidents of the cooperating associations in the following order: ACPA (1958), NASPA (1959), NAWDC (1960), and AACRAO (1961); and that the term of office of the chairmanship begin immediately following an annual meeting of the committee in the spring.

4. That the presidents of the cooperating associations urge their representatives to be present at the spring meeting of the Inter-Association Coordinating Committee; and that efforts be made to arrange meetings at other times during the year.

5. That the Inter-Association committees on specific projects be regarded as sub-committees of the coordinating committee and that they be known as Inter-Association Committee on (function); e.g., the Inter-Association Committee on Relationships with Research Centers for Higher Education.

6. That the presidents of the cooperating associations assume the responsibility for appointing representatives to serve on Inter-Association Sub-Committees.

7. That chairmen of Inter-Association Sub-Committees be empowered to augment their respective committees without regard to

associational representation, in order to complete assigned responsibilities in the most effective manner.

Commission I has carefully examined these seven proposals and recommends their approval by the Executive Committee of NASPA. I am glad to report that the executive committee approved them at its meeting on June 26, 1959.

A major portion of the time of the conference sessions at Cleveland was devoted to discussion of progress reports of the three sub-committees which were activated in the autumn of 1958. For the most part the seven recommendations reported above were an outgrowth of these discussions. It should be recognized, however, that the projects undertaken by the three sub-committees are long-range in character and that it has not yet been possible for the committees to arrange meetings with full attendance. The reports were, therefore, necessarily preliminary.

However, the Inter-Association Coordinating Committee was sufficiently pleased with the progress and prospects reported to recommend the continuation of the three Inter-Association Sub-Committees and to express the hope that the three sub-committee chairmen will be reappointed so that they can continue their work on these projects. Commission I endorses this recommendation. I am glad to report also that the NASPA Executive Committee has approved it.

The Commission has also given especial attention to the opportunities for NASPA to assume leadership in the evaluation of student personnel services in connection with accreditation procedures followed by regional accrediting agencies. It recommends that the Inter-Association Coordinating Committee consider the advisability of establishing an Inter-Association Sub-Committee to study the evaluative procedures of regional accrediting agencies with particular reference to student services. This recommendation has been endorsed by our Executive Committee, and if approved by this report will be forwarded to the Inter-Association Coordinating Committee.

Respectfully submitted, H. Donald Winbigler, Chairman
 W. W. Blaesser
 J. C. Clevenger
 Arden O. French
 Robert Gordon
 Arno J. Haack
 Mylin H. Ross
 Elden T. Smith

(By invitation)

Donald M. DuShane
 Victor R. Yanitelli

Mr. President, this is the report of Commission I, and I move its acceptance by the Association.

DEAN ROBERTS: Seconded.

PRESIDENT TURNER: Is there discussion on this report? This is an important report because it certainly places our organization back in a very active position in inter-organizational affairs.

DEAN LLOYD: Fred, I do not know how many of our Association are aware of the remarkable progress that this report represents. It is the kind of a report that two years ago would have been somewhat impossible, from the standpoint of inter-organizational cooperation. It seems that Commission I has done an outstanding job in its work, both with reference to the inter-organizational phase of the report and the evaluation phase. I think it would be most essential and appropriate for us to adopt this report in toto in keeping with the motion.

PRESIDENT TURNER: Thank you. Any other comments on this? Actually, Don, what is included here is a motion to adopt the report, with particular emphasis on the recommendation for another special study. In other words, if our Association approves this report, including that recommendation, it will place us in the position of having taken the first step toward this next study, is that right?

DEAN WINBIGLER: It will provide for the continuation, that is, the perpetuation of the inter-association coordinating committee. It will provide for the continuation of the three sub-committees already in existence, with the structure for the addition of others; and it will endorse the recommendation for this fourth sub-committee which is to study evaluative procedures of regional accrediting associations with special references to the services.

DEAN RIGGS (DePauw University): I would like to speak on my feeling of the importance of this new recommendation, that the accrediting associations be made a little bit more aware of the procedures that we feel might be helpful in evaluating student personnel services. This came up at the NCPA executive committee meeting, and at that point they also appointed a committee. I think I will get in touch with Bob Kallus and let him know of this development so we can get a little coordination here. This would be the obvious place, rather than have the various associations go off on their own studies.

I feel this is important, because as a profession we feel we have a central educational part, and some of us recently have been aware of surveys that seem to almost ignore the student services as an educational part of the institution. I think we can make an important contribution to the whole profession if this particular sub-committee carries out its work.

PRESIDENT TURNER: Thank you. Any further comments? [The question was called] The question is called. Those in favor of the adoption and approval of this report will say, "aye." Contrary. It is adopted. Thank you very much, you and the members of your Commission.

Yesterday we had the report of Dean Wesley Lloyd's Commission II on Principles and Professional Ethics.

Commission III, Development and Training of Student Personnel Administrators, O. D. Roberts, Chairman. O.D., are you ready to report? I suppose it would be quite in order to say that this meeting represents the culmination of work of Commission III that has been going on now for about nine years, and this new report of O.D.'s branches into a different phase, right?

DEAN ROBERTS (Commission III): Right. The members of Commission III are Deans Allen, Bingley, Bredt, Brown, Cameron, Collier, Craig, Emmet, Hopkins, Marsh, Raines, Simes, Snoke, Stone, Yardley and Yuthas. This is not a roll call of the Association.

This is a report of the activities and the works of Commission III since the meeting at French Lick.

In last year's report was included the resume of the seminar series as well as a progress report on the case book. The case book was completed and put up for sale during the year, and the response to this has been most gratifying. There are still a few left and they are on sale at the registration desk, or can be ordered from Carl Knox. The price is \$3.00 for member institutions and \$5.00 for orders from non-member institutions. If the demand is great enough, we will continue to reprint. We have saved the plates.

Within a relatively short time you will receive an announcement concerning the availability of the personnel cases from the seminars conducted jointly by the Harvard Business School and your Association. We have been working on this for some time, and plans are now in progress to make these available either singly or in quantity to the members of our Association.

In last year's report Commission III recommended that it examine and study some other components of our profession. Suggested at that time were such things as 1) a listing of the characteristics and qualifications needed by people entering our profession; 2) institutions providing the needed training for our field; 3) bibliographical material helpful to personnel people; 4) the study of internship programs; 5) study of short course training programs; 6) the publication of a brochure "Student Personnel Work as a Career."

Subcommittees of the commission have worked on these six topics during this past year and in several positive results have been achieved.

Good progress has been made on the listing of the Characteristics and Qualifications needed by People Entering our Profession. Additional work is needed and the commission plans to have material ready for consideration by the Association at the Columbus meeting.

The membership of NASPA and other sources were solicited for suggestions on the book list. At the present time we have a bibliography of 282 items which has been compiled and is to be distributed to the membership. In addition, through your help, your help will be sought in compiling a "Classics List" or "Deans Book Shelf" of 25 or so items for list distribution to our membership. This will be completed in the near future.

Another subcommittee made a survey of the needs and opportunities for the training of college student personnel workers through workshops, conferences and short courses. Rather than attempt to cover this work completely copies of the results are available at the registration desk. You are asked to take only one copy per institution as the number of copies is limited.

We now have ready a draft of material for a brochure "Student Personnel Work as a Career." This material with your help will be refined during the year and it is hoped that the brochure will become a reality by our next meeting. There are some questions remaining which the Executive Committee must help decide, as to whether or not our Association proceeds to put out its own brochure, or whether we wait and go in with other associations.

The other subcommittees have run into certain obstacles, but progress on their work will be reported to you from time to time.

The Commission has definite recommendations to make for its further study. It feels that its major purpose is to provide a variety of materials, techniques, and stimuli to the membership to aid us in our efforts in the Development and Training of Student Personnel Administrators. In addition to continuing our work in the areas mentioned previously the commission proposes to turn its attention to the area of audio-visual aids. It is hoped that we can explore the use of tape recordings, film strips and other materials in this area with the hope of determining the possibility of aiding the Association in establishing a resource library of these materials or possibly assisting in compiling source lists and assisting individual schools on building a library of relatively inexpensive aids which will be helpful in training and in increasing our level of individual and group competency.

Submitted by Commission III. I move its acceptance.

DEAN BEATY (Univ. of Florida): I second the motion.

PRESIDENT TURNER: Is there discussion on this report? Any questions you would like to raise with O.D. and the members of his Commission?

DEAN ZILLMAN: I would like to ask, that book that the Commission published with cases -- do we have to write to you, O.D. to use them?

DEAN ROBERTS: No, this is the possession of the Commission.

DEAN ZILLMAN: How about this subsequent publication that the Harvard people had worked on in collaboration with us, will we have to clear with them on this deal?

DEAN ROBERTS: No, they have indicated they will be made available through our association, and probably Carl Knox will be the person to write to on that.

PRESIDENT TURNER: Any other question? Any further comment? Are you ready to adopt this report? [The question was called] Those in favor will say, "aye." Contrary. O.D., your report is adopted.

I was greatly concerned yesterday when we were in session that we tried to call the roll of visitors in our midst, and we have had more visitors than we have ever had at any other meeting. Yet the nature of our meeting has been such that they have been coming and going, and we have had no session where we could catch

the whole bunch at once. I would like at this stage to find out if we have visitors in the room. Here is Ed Murphy, President of the Interfraternity Conference. Stand up, Ed. (Applause as he arose) Chester Berry, President of the Union group and executive committee. We had nine members of their group with us off and on through the meeting.

Are there any other visitors in the room from other Associations? Fred Werner from the U. S. National Students Association. Fred has been with us all the way through. Bob Killian has been with us too. Stand up, Bob. (Applause) Bob was here through much of the seminar Friday and Saturday.

Perhaps some more of the visitors will come in and we will be able to introduce them.

Now Commission IV. Is Cliff Craven in the room?

DEAN L. C. WOODRUFF (University of Kansas): I will give that, Fred.

PRESIDENT TURNER: All right. This is Commission IV, Program and Practices Evaluation

DEAN WOODRUFF (Commission IV): Members of this Commission are Broadbent, Carr, Craven, Denman, Lewis, Moller, Ofiesh, Robinson and Woodruff.

At a session of the Commission scheduled last Thursday there was one chief and one Indian present. As the Indian, I am giving the report, written largely by the Chief, Cliff Craven.

Commission IV has encountered the difficulties met by the other NASPA commissions in performing its work as a deliberative group. It has been impossible ever to convene the committee physically, and communication by mail, always a poor substitute for group discussion, has been both slow and sparse. The work of this particular commission, which has been conceived as the development of research and measurement techniques, is especially difficult under these circumstances.

Initial work plans for the Commission included the following:

1. To study existing evaluation schedules for student personnel work for possible recommendations to NASPA.

2. Select and try to set up research topics for

evolving evaluation methods for these areas of student personnel work for which presently no standards or evaluation schedules exist.

3. Circularize graduate schools to see if they can interest promising doctoral students in working on evaluation devices for these unmeasured areas.

4. Consider the possibility of contacting foundations for support of this type of research.

Those of your Commission IV who have reviewed various evaluation instruments have located only one which appears to be quite comprehensive and objective, along the lines predicted by the 1953 Commission IV report, although only one criteria-source, the judgment of experts, has been used. This limitation seems a practical necessity in any comprehensive evaluation schedule, though others suggested in the 1953 report, such as changes in student behavior, might be practical in studying a limited area or function.

The evaluation instrument under discussion cannot be fully detailed at this time because we have been unable to secure the permission of the author, Eric N. Racham, formerly Assistant Dean of the College of Arts and Sciences of the University of Colorado. This instrument is apparently an undated and unpublished thesis of some sort prepared at least under Dean Racham's guidance. If anyone knows where Dean Racham is located, we would be glad to have that information.

DEAN NYGREEN: He is the Dean of College of Arts and Sciences at Kent State University.

DEAN WOODRUFF: Fine. As of yesterday we had been unable to locate him. As I say, the instrument remains unpublished. If the membership of NASPA wishes us to consider this, we will attempt to gain Dean Racham's permission and perhaps to distribute it among our membership.

In this instrument a total of 381 personnel officers at 51 colleges and universities reviewed 2,400 tentative criteria which were then broken down into a check list of 225 items divided into 15 student personnel functional areas, ranging from Admissions to Testing. Ten student personnel experts then weighted the check list statements, on a nine-point scale, in terms of the statements' desirability in regard to an ideal student personnel program. A composite weight for each was thus secured and became part of the evaluation schedule.

The person filling out the form is asked to circle, on a five-point scale, the degree of frequency with which the activity described in each statement applies to his institution. The number assigned to the degree of frequency as indicated by the respondent is multiplied by the weight for the statement. Thus totals can be added and a total institutional score computed. The author provides for a self-constructed numerical profile which shows strengths and weaknesses and permits comparisons with other surveys if desired.

For example under the section on "Counseling," some institutional services are covered as follows:

		Frequency					Weight
		Never	Rarely	Some- times	Often	Always	
4.	Does your institution give attention to advising						
a.	Students from abroad	0	1	2	3	4	5
b.	Students whose cultural backgrounds differ from those of the majority?	0	1	2	3	4	3

Both these items are weighted positively (a very detrimental weight is 3) and therefore are thought desirable; however, provision for the foreign student is thought more important than for others of different cultural backgrounds. A respondent indicating that his institution always gave such attention to foreign students would thus cause an item score of 20 (4x5) to be entered on the instrument.

Even with this attempt at verbal and numerical precision, there are items on this instrument which your commission would wish clarified. For examples on the question above, the kind of attention provided the foreign student might need definition. In the section on "Financial Aids" a "reasonable rate of interest" on loans is included in the wording of a statement raising the question of what is a reasonable rate of interest. Is it 2% or is it 6% and payable when?

Your commission believes that some such instrument as that proposed by Dean Racham, perhaps made more specific in regard to certain standards, is what we would evolve were we to devote the time and energy to carrying out our mission as we think NASPA rather vaguely sees it. We now wish to raise a serious question. If we were to do this, if we did evolve such an instrument or recommend one authored by someone else, would you really accept it? Would you use it? We suspect that the answer is No. We think that the members of NASPA have liked to feel that "someone is working on standards" but would resist being asked to apply any

specific standard to their institutions, even for purposes of self-analysis.

Your subcommittee on scholarships, reporting at the 1958 meeting last year, put it this way:

"To endeavor to establish criteria... would be unrealistic for a NASPA committee operating only in the spare time of its members and lacking the advantage of independent finances, a central office and staff...

"Further the aid committee believes that it would be impossible for the reasons stated ... above to obtain policy agreement among institutions. Even small groups of like-minded institutions find this difficult, if not impossible to achieve."

Commission IV echoes these sentiments. We honestly doubt that we could come up with standards and devices to measure attainment of those standards that would be acceptable to the membership of NASPA. We question whether the great effort involved would produce anything usable and of value. We are prepared to bring to your attention, annually, evaluation developments of interest to student personnel workers but we do not feel we have a function to perform in developing evaluation instruments ourself -- even on a long term basis. Perhaps the failure of the Commission to do this in nine years of existence proves this point and it should be discontinued. Perhaps it has a less ambitious service to perform as a clearinghouse for evaluational information and literature and should be continued on that basis. We will welcome direction from the Executive Committee.

Since nothing concrete has ever been produced by Commission IV in the approximate nine years of its existence, the present membership is not too apologetic about running true to form. We have left untarnished the virgin luster of the clean slate we inherited from our predecessors. (Laughter)

Mr. President, I move the acceptance of this report.

DEAN YANITELLI: I second the motion.

PRESIDENT TURNER: Mr. Acting Chairman, would you accept an amendment there that this be accepted and referred to the Executive Committee?

DEAN WOODRUFF: I would.

PRESIDENT TURNER: I think this needs some further study. The motion to accept the report has been seconded. Is there any

discussion on this report and the recommendations therein contained?

DEAN STONE: Mr. President, it seems to me if such a check list is used, the results would be much more objective if we could have an exchange of institutional deans making out these check lists. Nothing would please me any more than to make out Stanford's report or the University of California, and I am sure Don Winbigler would be willing to make out the one for California. I think they would both be more objective.

DEAN WINBIGLER: I am going to have a chance to do this for Berkeley, because I am on the accreditation team. Hurford would not have a chance to do it for me. (Laughter)

PRESIDENT TURNER: I think, Larry, you have demonstrated one thing. If this commission has done one thing, it has this morning located one missing dean. (Laughter) So I think you will have to take some comfort in that. Is there any further comment on this?

DEAN BALDWIN: May I suggest, as questionnaires are sent out, whoever sends them, send out a copy. We gather quite a bit of information from questionnaires which is collected and put on this one and it is sent out, and we have to watch out that we do in turn make a copy of it ourselves, which we have been doing, making a photostatic copy. It is not too difficult to send out two, so we have something to hold in our files. We want a copy so next week, when we have a questionnaire similar to it, we do not have to collect the information all over again.

PRESIDENT TURNER: Will the secretary make note of that.

DEAN WINBIGLER: I want to take this occasion to ask Larry to meet with the Executive Committee the next time, since he has so much faith in the wisdom of the Executive Committee. We want to be sure that these questions are properly put to the committee. It will be either this afternoon or this evening. An announcement will be made of it later.

PRESIDENT TURNER: Any further discussion on this? Are you ready for the question? Those in favor will say, "aye." Contrary. I do not believe this situation really is quite as bad as it sounds, because we have published this Kamm study in our own minutes of '53 or '54, which certainly was an outstanding piece of work. Ed Williamson, back in '42 and '53 initiated a number of things which wound up in the Kamm report, didn't they,

Ed, or was there any relation there? No relationship there? Anyway it was all on the same subject, but this is not entirely without some activity.

Are we ready for Commission V, Glen Nygreen, Chairman, Commission on Behavioral Sciences.

DEAN LLOYD: Although the Commission is insistent that its work has not been done, it seems like it may not have been done by that Commission but by another. I wonder if we could get a clarification on the last section of Commission I's report and the basic assignment of this Commission? I believe we could profit by a clarification of the differentiation between these two functions, on the accrediting evaluation on one hand, and on the check list of evaluation on the other.

DEAN WINBIGLER: Commission I did not have access to Commission IV at the time that this proposal was developed. Wes, I think there is a clear relationship here, and that in all probability, if the proposal for the inter-association sub-committee is established, that our Commission IV should be participating in it. As I recall, the original charge to our Commission IV was pretty broad and it had to do with procedures and practices in evaluation of all sorts of student personnel services. Now, certainly the work of that would be germane to any contribution we might make in an inter-associational effort, with improving these same procedures in regional accrediting associations. I too think that Larry is a little modest about the history of this, but modesty is becoming.

DEAN WOODRUFF: We have a lot to be modest about, to paraphrase Sir Richard. (Laughter)

PRESIDENT TURNER: Is that satisfactory, Wes?

DEAN LLOYD: Very good.

PRESIDENT TURNER: All right, Commission V, Relation with the Behavioral Sciences. This has been very difficult to get off the ground. Maybe it is going to get off the ground now.

DEAN NYGREEN (Chairman, Commission V, Relations with Behavioral Sciences): Mr. President, Commission V, I think, is off the ground. We have devised what is in effect a three year program. A year ago at French Lick, Indiana, we presented our definition of what we felt the program of a commission on Relations with the Behavioral Sciences should be, and this program

included a series of five items, all of which were approved in session and appear in the minutes. This report this morning consists of a progress report on our achievement in regard to those five objectives, and finally submits a statement of principles for consideration for adoption this morning by this group.

The members of this Commission include Deans Blackburn, Harris, Hayward, Long, Riggs, Schwartz, Shutt, Simes and Smith, Director Weir, and Dean Earle W. Clifford of the University of Vermont, whose name for some inexplicable reason keeps being left off the Commission. We keep writing long letters about this, and he is on the Commission, and I think Earle understands that somehow his name got omitted from some one list some place, and getting it back on has been a major accomplishment, thus far unrealized. Nonetheless, Earle Clifford is one of our most active members and we are very grateful for his presence and his help.

Early last fall you all received a rather lengthy questionnaire asking for your own backgrounds and some information about your institutions, personnel in your institutions, some opinions as to the kinds of backgrounds you would look for in people you were appointing to administrative positions such as Dean of Men or Dean of Women, and asking for your ranking of backgrounds both in terms of substantive academic disciplines and in terms of practical experience.

I am very happy to report that over 80 per cent of the membership of NASPA responded to this questionnaire. To my good friend Ted Baldwin, I will say that it did require the mailing of a second questionnaire to a good share of these people, which resulted in his objective being achieved. But we are very grateful. It was a long and involved questionnaire and your responses were very thoughtful. This material has now been totaled and is placed on IBM cards and should be run and available to the membership of NASPA in some sort of a preliminary report form early this fall.

This will be followed by a second study, the questionnaire for which has been drafted by Dean Mark Smith, and is now being reviewed by the Commission. This will be mailed to the members of the various behavioral science disciplines on your campus whom you mentioned on your first form as having some special interest and concern with your work, in order that we might obtain some measure of how these relevant others perceive us. I think this may be one of the more startling reports to come out of the work of this Commission. The remaining projects include:

Some study of the research areas in which we feel that effort needs to be made and perhaps some active relationships with representatives of the major academic professional associations in what is loosely defined as the behavioral sciences.

So much for the progress report. Our full report of a three year program will be available at the Columbus meeting in April of 1960. Now as one of the items of this program, you asked us to adopt, to present for possible adoption, a statement of principles concerning the relationships of student personnel administration to research in the behavioral sciences. Dean John Hayward of Bucknell University prepared a draft of such a statement. The Commission reacted to this very critically. Dean Hayward prepared a second re-draft, and at two rather long meetings at this annual meeting the Commission presents a third, and we hope final, draft for your consideration. This is headed:

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS
STATEMENT OF PRINCIPLES CONCERNING RELATIONSHIPS TO
RESEARCH IN THE BEHAVIORAL SCIENCES

Student personnel administrators share an obligation to conduct and encourage research in the behavioral sciences relevant to administration and to student life. Effective research programs will result in substantive contributions to our understanding of human behavior and will lead to the development of improved administrative techniques. These relationships will be enhanced if certain procedural considerations are observed. The following statement of principles is intended to assist student personnel administrators and behavioral scientists in the achievement of their common objectives.

1. Student personnel administrators have an obligation to contribute directly to research in the behavioral sciences. They may do this by conducting or supervising studies themselves or by stimulating studies and providing access to data and facilities for other investigators.

2. The regular allocation of funds within student personnel budgets and other departmental budgets for such research is a necessary precondition for an effective research program. The student personnel administrator bears a primary responsibility for the encouragement of such budget policies.

3. The availability of data is dependent directly upon the maintenance of careful accurate and meaningful records in all

activities of the student personnel division. To see that such policies are followed is the responsibility of the chief student personnel administrator.

4. It is the professional obligation of the student personnel administrator to communicate to his colleagues information derived from research programs at his own institution. Appropriate means of communication include publication in technical journals, participation in the activities of professional societies such as NASPA, and prompt responses to professional inquiries.

5. The student personnel administrator must protect the student services functions from undue interference by the demands of research programs. A prerequisite for avoiding interference with essential services to students is full consultation and careful pre-planning with all staff persons concerned.

6. Student personnel staff must assure students freedom from excessive demands on their time and unnecessary invasion of their privacy.

7. Any records and other information about students used in research shall be treated as confidential and communicated only to appropriate persons. The responsibility for providing adequate safeguards rests with the chief student personnel administrator.

Mr. President, I present this Statement for possible adoption this morning. Just one more explanatory word about this statement. Many of us have felt for a long time that we needed(1) a statement which would do these three things, that would indicate that some concern with research is a professional obligation of the modern student personnel administrator. (2) To indicate the ways in which he might contribute to this, which for some would include direct participation and conduct a supervision of studies himself and for others would include setting up the situations so that other people could make use of this. (3) Which would state the reservations for cautions which must be observed:

A. In the case of lack of interference with student personnel functions, it would be a little out of place if the student personnel administrator became so enamored with research that he forgot to do anything for students; and

B. That would recognize the right of students to be protected from certain undue interferences.

You might interpret this last to mean that the student

personnel administrator has the duty to see that studies contributed among his students are well designed, carefully thought-through and properly controlled.

President Fred, I move the adoption of this Statement of Principles as offered by Commission V, with the request that this be published and distributed to the membership in whatever form the Executive Committee finds effective.

PRESIDENT TURNER: Thank you, Glen. Stay up here just a minute. Is there a second to the motion?

DEAN STONE: I second the motion.

PRESIDENT TURNER: Is there discussion on this report? I think this is a very clear and comprehensive report at this time, and indicates more is coming. Anything further on this? Are you ready for the question? [The question was called] Those in favor of the adoption of this report will say, "aye." Contrary. The motion is adopted and the Executive Committee will instruct you without doubt. Thank you very much.

Jim, are you ready for Commission VII and the report of the Commission on Religious Activities?

DEAN JAMES C. McLEOD (Chairman, Commission VII): Mr. Chairman, Commission VII is composed of Deans Gwin, Kallgren, Kauffman, Kilp and Rawsthorne. In the three years of its existence this Commission has undergone numerous changes and has had seventeen different people in its personnel, and it has never exceeded seven members in its committee. Because of the wide geographical distribution in membership the committee has not met between conferences.

Several members during these years have attended significant conferences and participated in several of them as leaders dealing with the general area of religion in higher education. Among them have been the National Conferences of the Religious Education Association, the National Consultative Conference on Religion in the State Universities, held at Ann Arbor last year, and the National Association of College and University Chaplains, and a special series of meetings sponsored by the National Education Association, Division of Higher Education.

As originally constituted, this Commission was directed to concern itself with religious activities. The deeper concern of the universities and colleges has been with the place of

religion in the total life of the university, and the recent conferences of the National Education Association and of the Chaplains, as well as the previously mentioned, has been with the spiritual and moral climate of our institutions of higher learning.

In a series of exchanges of letters and a sharing of various publications, these activities have been, I think, rather carefully perused and studied by the Commission. The activities, however, were all too often the extensions of young people's society programs at the high school level, and fortunately they have given place now to voluntary and even credit courses under the auspices of the various foundations, Jewish, Protestant, Roman Catholic.

Numerous techniques have been found for the teaching of religion in the state universities, some following the Iowa plan, others inaugurating programs more adaptable to the local situation. The more mature approaches now evident have received encouragement from top administrators across the country. There is a far more favorable climate of opinion today than existed in the early years of the century or even ten years ago. Budgetary provision for the teaching of religion in the university is usually found through private support or the cooperative support of the major religious bodies. In some instances alumni support has been the source of funds for such programming.

The role of the student personnel administrator in this growth, it seems to me, is almost self-evident. He can open doors in cooperative effort for the religious workers so that they may achieve these goals with faculty and administrative support. He can serve on coordinating committees, sharing his knowledge of the total program with the oft times uninformed religious workers, and henceforth eliminate the duplication of efforts in many areas.

Surely if we would seek to know truth, both through inquiry and in faith, we must play some role of helpfulness and even leadership, as we see in the midst of our diverse academic disciplines, equally diverse faiths.

One man has said, let us be done with provincial universities and provincial faiths. There can be little doubt that we who seek a healthier spiritual and moral attitude must play a greater role. How can we hope to resolve some of our perplexing and trying problems represented, for instance, in our case studies and small discussion groups dealing with ethical relationships; student attitudes, morale and behavior; the racial, religious and cultural groups of our campuses; drinking and discrimination;

responsible student government; discipline through student courts, without some consideration of spiritual and moral values. Surely they will not be resolved, or even lessened, in a moral and spiritual vacuum which is divorced from our religious heritage.

This report is given by direction of the members of the commission, who talked at some length, at the end of which there was no conclusion and they have approved in advance what has been this report. I move its acceptance.

DEAN BALDWIN: I second the motion.

PRESIDENT TURNER: Is there any discussion of this motion? [The question was called] The question has been called. All those in favor say, "aye." Contrary. The motion is adopted. Do you have something you want to add?

DEAN McLEOD: I would like to make one announcement. There appeared in the March-April issue of "Religious Education" perhaps the most complete summary of the meetings at Ann Arbor on the place of religion in the state university scene. In addition to it, a symposium on the teaching of religion, the place of religion in the student personnel service and student centers, the role of the administration in religion, an appraisal of the present and future of religion on the university campuses. It is most complete.

I wish I could say I had 100 copies here. I do not. I have half a dozen copies, and those of you who are the most interested, please see me, and I will see that you get a copy. The Religious Education Journal for March and April, 1959. It comes out six times a year.

PRESIDENT TURNER: Thank you very much, Jim.

I believe this will be the last report of the Commissions at this time. We have no report from Commission VIII, do we, John?

DEAN HOCUTT: No.

PRESIDENT TURNER: You are the only one here this morning from that Commission and I do not believe there is anything to report.

You might wonder why we have Commissions and Continuing Committees, and Conference Committees. Actually the differences are rather clear. The Conference Committees are set up to work

in areas of the conference. The Continuing Committees are committees devoted usually to cooperation with some organization or some project. The Commissions are generally study, or may become project commissions.

Some people asked, why do we not have all committees or commissions, and I think this is just the way we do things, that is all. That is what it amounts to.

At this time I think it would be desirable to have a little special resolution from Vic Yanitelli. This would be a very appropriate time to have this, Vic. Would you come forward, please.

VICE PRESIDENT YANITELLI (Special Resolution): I think I should explain as a sort of preamble to this resolution that the clergy you have seen wandering around here got together on Sunday morning and we had met to discuss our own "peculiar" problems. During the course of that discussion we all agreed that over the years one of the nicest things that had happened to us in a long while was NASPA, and we passed a resolution, addressed:

TO: President Fred Turner, the Executive Committee, and the Membership of NASPA

We, the Conference of Jesuit Student Personnel Administrators, representing the 28 colleges and universities of the Jesuit Educational Association in the United States, assembled at the Forty-First Anniversary Conference of NASPA have passed the following resolution:

Whereas, NASPA, both in its collective, corporate image and in the person of its individual members has warmly received us into membership in the NASPA ranks, and

Whereas, contact with NASPA personnel has stimulated the growth of our own professional standards, and

Whereas, the value of our contacts with experienced NASPA Deans cannot be measured in quantitative terms but only in terms of qualitative development and in the intangibles of mutual understanding in the sharing of common problems; we do hereby

RESOLVE: To make an official declaration of our adherence to NASPA's principles and all that NASPA stands for and above all to declare officially our deepest thanks to President Turner, the Executive Committee and to the whole membership body

of NASPA for the welcome of your hospitality and the warmth of your friendship.

This resolution was passed by unanimous acclaim, and it is dated Sunday, June 28, 1959, Harvard Graduate School of Business Administration. I respectfully request that this be entered into the minutes, President Turner. (Applause)

PRESIDENT TURNER: Thank you very much. Vic, and other members of the group from which this resolution comes, I am sure that we are just as delighted to have the men of this fine group in the organization as they are to be here. This will be entered in the minutes. We are most grateful to you, and I can assure you that we have had our value received from you and those who have been in before you. We are glad to have you and glad to have this fine resolution.

DEAN HENDRIX: Before you break this off, would you comment on the absence of Commission VI, for the benefit of the new members. We skipped from Commission V to Commission VII.

PRESIDENT TURNER: That is right. Commission VI was a Commission that was established -- I do not know whether I can tell you or not, because I am not sure any of us ever knew what Commission VI was. (Laughter) Commission VI was established at the Purdue meeting. One of our members had a rather nebulous and yet a challenging idea concerning the philosophy of a number of things on a pretty high level. He had difficulty in getting them into words that just quite seemed to suit what he wanted, and he did not get his meeting, and he finally asked us if we would set up a commission and let him explore and see what he could do with it. Nothing ever came of it.

DEAN DUSHANE: It is still in orbit. (Laughter)

PRESIDENT TURNER: But we have never been able to get it back to earth. (Laughter) I do not know. We may go back to Commission VI and assign that number to some other Commission sometime in the future. Thank you very much for calling attention to that, Noble. It is now a quarter after ten. We have a business meeting scheduled officially at eleven o'clock. We could go on with that business as part of the Committee work, but I do not think we should, since the business meeting is scheduled for eleven, and there are some other important things. There is a constitutional amendment and some important things that should be considered at the time of the business meeting. We have a number

of committee reports and I think some of them will be matters that will take discussion. Would you like to break now, or start on committees? Let us take five minutes and then move right on from there.

DEAN HOCUTT: Will you make that announcement first?

PRESIDENT TURNER: Yes. The College Bowl movie shown yesterday afternoon will be shown this afternoon again in Aldrich Hall, Room 11, at one. If there is further interest, it will be shown at three and three-thirty. The question is, is it necessary to show at three and three-thirty. Would you speak to this just a minute, John?

DEAN HOCUTT: This is the G-E College Bowl movie, a thirty minute film of the quiz program that has been shown on television for a number of weeks. Northwestern was the winner for about five weeks running, or something like that. The movie is Barnard College vs. University of Minnesota. It was shown yesterday in conjunction with a number of small discussion groups. The attendance was very poor. The people are here to re-show it again today. The showing is scheduled for one o'clock in Room 11 in Aldrich Hall. We can show it again at 3 and at 3:35 if there is interest. How many would care to see it at 3? How about 1? I guess about 15. I do not like to hold these men here throughout the day, unless there is sufficient interest. I think we will cancel the 3 and 3:35 showing and have it at 1:00 o'clock.

PRESIDENT TURNER: Very well, it will be at one o'clock.

DEAN HOCUTT: I do not know whether this is available for rental. There are three representatives from Maxon here with the film. They will be in Room 11, Aldrich, and can answer that question.

PRESIDENT TURNER: Thank you very much, John. It will be shown at one o'clock, and will not be shown later in the afternoon.

It is 10:20 now. Let us meet promptly at 10:30. We have a lot to do, and I hope we can finish by noon.

... The General Session recessed at ten-twenty o'clock ...

TUESDAY MORNING SESSION, JUNE 30, 1959
Final Business Session

The Final Business Session convened at ten-thirty-five o'clock, President Turner presiding.

PRESIDENT TURNER: I will call the meeting to order. We have a lot to do between now and twelve o'clock. We have the Business meeting as scheduled. We have reports of Committees. Some will be very short, and some will not be very short. I will get one out of the way, since the Chairman is not here, and that is the Committee to Cooperate with the American Council on Education. Don Gardner is the Chairman. The only thing to report from that Committee is that it has stood by, which it is expected to do, on call for any duty that might be assigned to it by the American Council on Education. Don attended the annual meeting of the American Council in Chicago last fall, for the Association, and represented us there officially. There were about a dozen others from the Association present. We got together and had lunch at the hotel where the meeting was being held.

Actually, I think there is no report other than the fact that this committee is appointed each year. It stands by on call if it is needed. Once in a while something gets assigned to it that needs to be done. That is about all that is necessary for that Committee. We have that one out of the way.

Is Marion Huit in the room? Inasmuch as you are not going to make much of a report at this time, I wonder if you would come down and make your report, and state why you are making it in the fashion you are. This is the Special Committee appointed at the Executive Committee meeting last fall, the Committee on the Prevention and Control of Irresponsible Student Mass Behavior. In as much as there will not be much report, we can get this one out of the way before the crowd gets here, if that is all right with you.

DEAN HUIT (Chairman, Committee on the Prevention and Control of Irresponsible Student Mass Behavior): I did not even know I was going to make this report.

PRESIDENT TURNER: Then merely state why you are not going to make a report. (Laughter)

DEAN HUIT: I suspect, if it is going to be a report of progress, this should have "progress" in quotations. The committee was charged at a meeting which was held by the Executive Committee last June, or last July, to do a number of things in connection

with this problem of student mass demonstrations. Two of the principal directives involved were, first, that a study be made by the committee of techniques for preventing mass riots and demonstrations, a general study of programs on university campuses all over the country, which might be a basis for recommendation to our member schools in this area.

A second directive was that an official position be taken by NASPA with respect to this very serious problem. I think if for no other reason, I am very happy to be here this morning, at least to say that I appreciate most sincerely the fine work and cooperation of the members of this committee, and may I give their names at this time. Dean James G. Allen, Texas Technological College; Dean Frank C. Baldwin, Cornell University, Dean Hurford E. Stone, University of California; Director John Truitt, Michigan State University, and last but not least, Dean Theodore W. Zillman, University of Wisconsin, who has been a constant prod for the Chairman in terms of whatever we have done this year.

As a result of these directives, the committee primarily worked on the question and the problem of developing a statement which might be used by the Association as an official stand. This was, I think, probably in the development of such a statement, a good exercise in realizing what the real problems were in this whole area, problems of definition, of jurisdiction.

As a result of our three meetings during this conference, which included meetings with representatives of the U. S. National Student Association, we have reached the conclusion certainly that at this time no official statement should be prepared, and I think the consensus of the committee, if I read it correctly, is that if we are to do anything in this area, it should be in the direction of encouraging students in terms of their developing attitudes which will create a climate on local campuses that will serve to deter this type of current.

We have been extremely gratified by the fine cooperation which the representatives of NSA have given in connection with their interest in this whole problem. They have indicated to us that this will be a matter of their own study and concern at their forthcoming conference at Champaign. Members of our committee will be meeting with them, and we hope to at least get this off the ground at the student level, come this August.

I hope you will understand that my hesitation in submitting the report was that I guess I have a feeling that there is no point in submitting a report if we have made no progress.

Perhaps we have made some progress. At least we have been working on this problem, and I have been given at least the opportunity to express my appreciation to the members of the Committee who have worked so nicely with me. Thank you very much.

PRESIDENT TURNER: We thank you, Dean Huit, and your committee for what you have done. Actually you have done something because you have made this study, and you have concluded that no report should be made, and as far as I am concerned, that is a definite activity you have carried on, that was presented to the Executive Committee, and the Executive Committee was in agreement with the Committee that this was no time for action, at least formal action at this stage of the game.

I am pushing along a little bit on committees that are largely for the record, rather than those requiring action of some kind. Is Leo Dowling in the room? Leo, would you report for the Committee to Cooperate with the National Association of Foreign Student Advisers? Leo has been here working with us. We helped form that organization, and we are very proud of what happened since. We do not take all the credit, but we were there when it started.

DEAN LEO R. DOWLING (Chairman, Committee to Cooperate with N.A.F.S.A.): Yes, I remember that, Fred. The membership of the committee is already published in the program, so I will not repeat it here.

The contact which we have carried on this year has been chiefly on an informal basis, by correspondence, by contact here at the conference, and also by work on the panel discussion which was run yesterday morning on foreign students. Some of the members of the committee were actively on the panel. Others participated in the session here. I will not go into all the items on the agenda that we took up during the panel discussion, but I think out of it grew some generalizations that might be of particular interest to those of you who are in positions in colleges and universities to influence general university policy.

One in particular had to do with the question of academic quality of work required by foreign students. While it was recognized on the one hand that it was an intelligent process in some cases to make deviations from general academic requirements for foreign students, especially as regards load in their first semester, and also provision for the study of English and foreign language, nevertheless the generalization came out of the panel discussion that we must be exceedingly cautious. We must exert

all our efforts to maintain a quality of work for the foreign students and the requirement of the quality of work which is comparable to that required of the American students in our academic programs.

One of the chief reasons for this, of course, is that the U. S. educational system is under very critical scrutiny abroad and subject to very serious criticism because of the practice of some academic institutions to make so many concessions for foreign students that their academic programs are watered down and they are giving degrees to individuals who at home are regarded as boneheads.

Next, on the financial side, the financial problem of course is still the number one concern, I would say, of college administrators. It was felt throughout the panel discussion -- the recommendations -- that the problem of finance should be gone into before the individual is admitted to the institution; that the institution should be given adequate assurance that the foreign student has sufficient financial resources to take care of the expenses of his academic program at least in his first year, and that the financial requirements of attendance at the school and the expenses be spelled out pretty carefully in the admission certificates that are issued to the student with which he receives his visa approval from the American Consular office abroad, so as to have a double check upon his financial situation.

The next thing that we went into was the dilemma that we continue to have with regard to English for our foreign students. Of course all of us spend our time bemoaning the low level of proficiency that students come to us with, but on this whole question I suppose we could look at our own deficiencies in foreign language, and sometimes feel that perhaps the foreign student comes much better prepared in the English language than we would conversely in his particular language.

I would say that the thing that stood out in the discussion here was to try to recognize the importance of the English language program on the campus that is set up for dealing with this problem of deficiency in the English for foreign students. It is more a problem for linguistic experts on the campus than it is a problem for teachers in English composition. I would say that was one point I would like to emphasize, that the English language teacher is taking a place professionally as a teacher of English as a foreign language, and not just someone who is given the task in the English department to add to the general load.

The next point I wanted to take up was not an agenda

item, but it is an appeal to you for cooperation in a study which is going to be undertaken by the National Association of Foreign Student Advisers this year. It is a study which is going to be financed by a foundation, and we are currently looking for a director for this particular piece of research. One objective is it is hoped will help us come up with some recommendations on the optimum administrative position of a foreign student adviser on our campuses, or a director of international services on our college and university campuses.

During the course of the year, when you are contacted by this person, we hope that you will give your full cooperation and assistance in this particular research project of the National Association of Student Foreign Advisers. Thank you.

PRESIDENT TURNER: Leo, we thank you. I assume you would move that this report be adopted for the record.

DEAN DOWLING: Yes.

... The motion was duly seconded ...

PRESIDENT TURNER: Is there any question or discussion or comments on this report? This is an important proposition because we are all involved from time to time in foreign student situations. Ready for the question? Those in favor will say, "aye." Contrary. The motion is passed.

Now we will move to the Committee to Cooperate with the National Interfraternity Conference. At this time I would like to, in a way, instruct the Association merely in procedure. We will have Dick's report, following which I would then like to recognize Don Winbigler, who will have a proposal as a follow-up to Dick's report. Perhaps that is being high-handed. I do not mean it to be that way, but after long discussion in the Executive Committee we have concluded that perhaps that may facilitate reaching a conclusion. Do not interpret this as an instruction but that is the way we would like to do it if it is agreeable to you. I will call on Dick Hansford at this time. Dick is Chairman of the Committee to Cooperate with N.I.C. He has an important report to make at this time. After Dick reports, I will then call on Don Winbigler.

DIRECTOR RICHARD L. HANSFORD (Chairman, Committee to Cooperate with N.I.C.): Fred and Fellow Members: The work of this year's committee on Fraternity Relations consisted of developing and submitting to the representatives of the member institutions of NASPA a questionnaire which called for their recommenda-

tions concerning the position that NASPA should assume in the matter of membership requirements in student fraternal groups. The decision to submit such a questionnaire was made by the committee last December in Atlanta. The committee agreed that this effort should be the first step in fulfilling the mandate which NASPA passed at its 39th Annual Meeting which was held at Durham in 1957.

To aid in the development of the questionnaire the committee decided that its chairman should request copies of the statements of policy from several member institutions which expressed their positions in the matter of membership requirements in student organizations. Several of these statements were received by the chairman and greatly aided in the development of drafts of four questionnaires which were sent to the members of the committee for their consideration. Copies of the final questionnaire and of a covering letter which explained the reason for and the purpose of the questionnaire were sent to the 294 NASPA representatives in early May with a stated deadline of May 25 for the return of the questionnaire. By that date 165 questionnaires were returned. A reminder to return the questionnaire was sent to each of the representatives whose questionnaire had not been received; 24 additional questionnaires were returned by June 21.

A meeting of the committee was scheduled last Thursday to study the results of the questionnaire and to determine what the committee's recommendation to NASPA would be. Unfortunately only two members including the chairman were able to attend this 41st Annual Meeting of NASPA and therefore no committee recommendation is possible.

Because of the importance of the question involved and because of the mandate passed by NASPA in 1957 the chairman felt that the executive committee should be consulted as to procedure. The executive committee with the Fraternity Relations Committee chairman in attendance met to consider what action should be taken. It was decided that the chairman of the Committee on Fraternity Relations would prepare data concerning the results of the questionnaire for distribution to the membership. The data will be passed out at this time. [The data was distributed to each member]

Will you please follow my lead in covering the materials which have been passed out to you.

The covering letter and the questionnaire including the results appear on the first four pages. A brief explanation of

of the two columns of figures which appear in Sections II-A and B is located at the bottom of each of the two pages of the questionnaire. Most of the representatives who checked an item of Section II-A also checked an item of Section II-B.

The final page lists the number and percent of representatives who checked certain items of the questionnaire. There also appears several groupings of the results of some items of the questionnaire.

Two corrections should be made on this sheet. The words "item or items" should replace the word "questionnaire" in the heading of the third column and the number "186" should be erased. The number 35 should be replaced with 34 in the fourth column at the bottom of the page.

186, which is 63% of the total number of representatives, returned the questionnaire. 50 representatives checked Section I-A which stated that "NASPA should assume no position in the matter of membership requirements in student fraternal groups" and 136 representatives checked Section I-B which stated that "NASPA should assume a definite position in the matter of membership requirements in student fraternal groups." These numbers represent 27 and 73 percent respectively of the 186 representatives who returned questionnaires.

124 of the 163 representatives who checked an item in Section II-A indicated that if a position were to be assumed such position should be a recommendation from NASPA to the member institutions that some action concerning the removal of the restrictive clauses of national fraternities be taken.

The least extreme of these items is Section II-A3 and the most extreme is Section II-A8. The results of Section II-B are similar to those of Section II-A. Item 2 is the least extreme position, and item 5 is the most extreme position.

This concludes the report of the Chairman of the Committee on Fraternity Relations.

PRESIDENT TURNER: I will now recognize Dean Don Winbigler, who will present a recommendation from the Executive Committee. It will then become a problem, I think, whether you wish to accept or reject this proposal from the Executive Committee, which has been drawn up first by an ad hoc committee, members of the Executive Committee working with Dick, and then presenting it to the entire Executive Committee. That is a correct statement, is it not?

DEAN WINBIGLER: That is correct. I have a written statement which is the official report, and I will make some interpolations as we go along.

The Executive Committee has received this report and it commends the Committee on Fraternity Relations for the conscientiousness and wisdom with which it has carried out this important work of the Association through its efforts both during the past year and throughout this conference.

After reviewing the current work of this committee and the records of previous conferences, the Executive Committee believes that the Association is now prepared to make a decision on the question of an official stand on these important issues. Although the results of this questionnaire cannot be considered to commit the Association to any particular position, they do indicate that the majority of the responding members favor some official NASPA stand, and they indicate clearly the range of alternative positions most generally favored.

Let me depart from the prepared statement to comment on that for a moment.

Under Section 1, 46 percent of the total members, or 73 percent of the members responding, checked item B, which is some position. If you look under Section II, 67 per cent of the responding members checked A 3 to 8, which is some position, these positions being arranged on a gamut. Under Section 2-B, 64 per cent of those responding checked something between B-2 and B-5, which is some position.

Clearly, the model responses on these positions under 2-A, were 3 or 4, which accounted for 51 percent of those responding and under 2-B the model responses were 2 or 3, which represented 54 percent of those responding. Therefore, the Executive Committee considers that these are the choices which the Association through this questionnaire has declared it would like to consider in an official vote. Now, back to the prepared report.

Accordingly the Executive Committee will ask each institutional representative to vote by mail for or against the Association's taking an official stand in favor of one or more of the four statements which, according to the results of the questionnaire, are most generally favored, as follows:

These four are the ones I have indicated. On the current questionnaire they are Section 2-A, 3 and 4, and under 2-B they are positions 2 and 3. I will read them. In other words, you as

institutional representatives, will be asked to vote yes or no on each of the following four propositions:

1. NASPA should recommend that member institutions encourage local chapters of national fraternities to work, through normal fraternity procedures, for the elimination of clauses which restrict the selection of members on the basis of race, creed, and/or national origin.

2. NASPA should recommend that member institutions encourage local chapters of national fraternities to work for the elimination, through normal fraternity procedures, of clauses which restrict the selection of members on the basis of race, creed, and/or national origin, and the acceptance of students for membership without regard to race, creed, and/or national origin.

Propositions 3 and 4 parallel 1 and 2, except they are directed toward the national fraternities.

3. NASPA should recommend that national fraternities remove clauses which restrict the selection of members on the basis of race, creed, and/or national origin.

4. NASPA should recommend that national fraternities remove clauses which restrict the selection of members on the basis of race, creed and/or national origin, and accept members without regard to race, creed, and/or national origin.

It was the intention of the Executive Committee to report the results of this vote to the membership as soon as possible. Perhaps I should comment here, departing from the text for a moment, about the reasons of the Executive Committee for taking this particular approach to the problem.

1. The mail ballot has the effect of giving plenty of time for institutional representatives to consult if necessary and to consider again before committing their institutional membership to a position.

2. It has the advantage of allowing absentee members to exercise their normal franchise.

3. This program of reporting the ballot as soon as possible has the advantage of making the results available to you before the next annual meeting.

Now, continuing with the Executive Committee report:

Since a number of individual institutions have taken stands on these matters in their own right, the Executive Committee asks the Committee on Fraternity Relations to gather information regarding such statements.

The Committee on Fraternity Relations is also asked to communicate these actions to NIC and to other appropriate organizations on behalf of the Executive Committee.

President Fred, this concludes the report of the Executive Committee regarding this matter. On behalf of the Executive Committee I move the approval of the Executive Committee's report by the Association.

DEAN DUSHANE: Second the motion.

PRESIDENT TURNER: We are now ready for discussion of the report and recommendation.

DEAN WINBIGLER: Maybe Dick had better come up here for this.

PRESIDENT TURNER: Dick, perhaps you had better come up. Is there question or discussion from the floor on this question?

DEAN GEORGE B. SPITZ (Queens College): May I ask what is meant by the word "acceptance"? Does this mean solicitation? What is the meaning of "acceptance" in this statement?

DEAN WINBIGLER: "NASPA should recommend acceptance of students for membership without regard to race, creed and/or national origin." Is that what you are referring to? That they accept into membership.

DEAN SPITZ: It is my understanding that fraternities usually bid students, ask them to join, rather than the reverse. This would appear to be the reverse. Does the fraternity accept a person who wants to join, or does it actively solicit people of all types? This is the question that I would like the answer to.

DEAN WINBIGLER: That certainly did not come to the Executive Committee. I do not know, Dick, whether there was any consideration of it in the formulation of this questionnaire or now, was there?

DEAN HANSFORD: As far as I am concerned, no.

PRESIDENT TURNER: Perhaps I can help on that. I think

the intention there was to include a statement which has appeared on several occasions. One point of view is that these clauses should be removed. Another point of view is that they should be removed, and that organizations mean what they say by accepting. I think that is actually the basis for that being there. You will know that there were eight choices put there, and they tried to cover the whole range from a very conservative point of view to an extremely unconservative point of view, and that is a point of view that has been expressed from time to time.

DEAN DUSHANE: Can I try my hand at it. I think that in all of the discussions by the Executive Committee and the sub-committees, there was at no time any intention of universal or rushee option intention. We did not think that anyone who wanted to join would have to be accepted. What we had in mind was this choice: It is one thing to remove a clause which denies; it is another thing to change the attitude which would still refrain from pledging.

So if you ask your question in the first place, should you remove the clause, you must recognize that unless there is subsequently a willingness to pledge a man if found qualified by other reasons, you have not done the second step.

PRESIDENT TURNER: That is right. Any further discussion or question?

DEAN FOY: President Fred, perhaps this has already been decided, but it seems inappropriate to me that we would take such an action as this, which would place NASPA in a position of making a definite recommendation on an extremely controversial issue, to the institutions which we represent. It just seems the wrong role of NASPA, in my judgment, and it would be my feeling and hope that we would defeat the motion which is in front of us.

PRESIDENT TURNER: Any further comment?

DEAN SHOFSTALL: I wonder if someone could help me with what seems to be a dilemma I face, not with regard to "race" or "national" origin, but with regard to "creed." I believe I have a problem with fraternities, in getting them to believe in anything. They have beautiful statements of creed and values and policies, but they do not seem to know what they mean or care.

Now I come along and I tell them, you have to throw out all creeds. So on the one hand, I am telling them, "for god's

sake, believe in something," and on the next hand I am telling them, "for god's sake, don't believe in anything."

PRESIDENT TURNER: Anyone wish to speak to that? Is there further comment?

DEAN WINBIGIER: Fred, I would like to speak to Weldon's point. My understanding of the meaning of this would not eliminate believers from fraternity membership, but I think the commonly accepted rubrics, race, creed and/or national origin, have to do with sectarianism, and in this connection I think most of us answered the original questionnaire, and it did not seem to bother anybody at that time, and on that basis I think we might be able under these principles to increase the number of believers rather than decrease them in fraternities.

DEAN SHOFSTALL: I hope so, Don.

DEAN JOHN W. HENDERSON (Western Illinois Univ.): The thing that I am mulling over in my mind is this, if we pass this, on the acceptance, from what I have found in the short time I have been connected with the fraternities, is that some of the groups are really desperately trying to go along with this, sincerely. I am afraid we are going to create a young Turk movement, or at least NIC will feel that NASPA is creating and supporting a movement, a young Turk movement, and we will create more ill will out of this thing between NASPA and the National Interfraternity Council by passing this, than we would if we would not take this step on the acceptance. At least I would like to table this until after dinner, until I get a chance to think this thing through.

PRESIDENT TURNER: Let us clarify at this point, John, because I think right away you perhaps have fallen into the trap. Will you again, Don, state what is being considered here, that is, this is the submission on the mail ballot.

DEAN WINBIGIER: That is correct. Could I review the history. At the last annual meeting the conference took an action directing the committee on Fraternity Relations, or Relations with NIC, to proceed with this. They had no alternative. The Committee has brought you a report showing the results of a questionnaire. The Executive Committee interprets those as a mandate, not to a particular position, but as a mandate to give the Association an opportunity to make a decision. The Executive Committee is not recommending at this point any particular position. Individual members may have their own views. But the Executive Committee has recommended a means of giving NASPA an opportunity to decide

whether or not it shall take a position. My reading of the questionnaire is that it is very close to a mandate which requires us to give the Association an opportunity to decide whether or not to take a position. Now those who are opposed to these four positions may, if they think it expedient from a parliamentary standpoint, fence with the issue by moving to table this whole matter. This would do it. But I think in fairness to the members of the Association who strongly feel that you should have an opportunity to vote on the issue, that you really should approve the committee's report and then vote vigorously "no" on all four of the propositions.

PRESIDENT TURNER: Don, thank you very much. Is that clear? Is it perfectly clear, John, what we are after?

DEAN JOHN J. PERSHING (Georgia Inst. of Tech.): I feel that questionnaire is an expression of my personal views on that. However, you are asking us to express institutional views when we fill out this mail vote. Is that not right?

PRESIDENT TURNER: We are not asking you to do that here. We are asking you to do that when you get home and fill out your mail vote. You may discuss it with your President, or your board of trustees, or whoever you choose to discuss it with.

DEAN PERSHING: I will not have an opportunity to express my personal views? It will be an institutional vote?

PRESIDENT TURNER: That is right. We feel this is speaking for the institution, since we are institution representatives.

DEAN WINBIGLER: Yes, I would agree.

PRESIDENT TURNER: Any further discussion? Any further questions? Are you ready for the question?

DEAN LESTER L. HALE (University of Florida): Speaking to this last point, would it not clarify the position of the voter somewhat, in addition to his voting "no," if another voting possibility were included on the ballot, which included support or non-support of Section I, as to whether NASPA should actually take a position on the matter? Speaking to Jim's point, and the point made back here, as to whether taking a position would endanger relationships with other groups. As it stands, if you submit only these four items, you vote no on these items, this may not necessarily mean that you are opposed to the Association's taking a position, but you are voting against these four items.

Contrarywise, you might vote in favor of one of these items as being the best for the Association to take if you believe the Association should take a position.

DEAN JACK MATTHEWS (University of Missouri): I would like to raise this point. When we filled out these forms originally, I doubt if any of us conferred with our superior officer, whoever that might be. That was a judgment that was made individually. Now it appears we are going to submit this back for an institutional opinion; not the original, but something here which is a consensus of individuals not at the time privileged to express an institutional opinion. I think that is where the bottleneck is, that if we are to submit anything for a ballot vote it should be sent out as it was in the beginning in order that we may confer with our superior officer on the basis of an institutional opinion regarding the total questionnaire. Do I make myself clear?

PRESIDENT TURNER: Yes, you do. In other words, we have had two suggestions now which might be either amendments or substitute motions. The motion on the floor is to adopt the recommendation of the Executive Committee, which is to submit to the Association Members a mail ballot on these four points of view: Vote "Yes" or "No" on the four points of view which appear to be the most popular points of view in the original questionnaires that went out. Here are two suggestions -- one is an amendment, and I think the other would be a substitute motion.

DEAN HALE: I would like to move an amendment, sir, to the --

PRESIDENT TURNER: This would be to the report.

DEAN HALE: -- an amendment to the report to the effect that in the mail ballot that there be added to the voting opportunities Section 1 of the questionnaire.

PRESIDENT TURNER: That is perfectly clear is it? You would like to add to the suggested questionnaire, in the report, the reinstatement of Section 1 which was a choice between taking a position and taking no position. Am I correct?

DEAN HALE: Yes.

PRESIDENT TURNER: Is there a second to that proposed amendment?

DEAN JACK MATTHEWS: I second the amendment.

PRESIDENT TURNER: Is there any discussion on this? This is on the amendment.

DEAN SCOTT: Is it clear that this would be the institutions who say whether NASPA takes the position or not, or is it us as representatives? Dean Matthews question concerns me. I think it is a critical question. We have been asked to vote as persons and individuals in NASPA originally on this questionnaire, and now we are being asked to speak as the institution. It does not concern me which we do so long as we are clear on what we are doing. Is this to be an individual or institutional vote? I think it is important that a distinction be made.

DEAN WINBIGLER: I would like to speak on that, and I would like to say that I think this is a matter of the relationship between each institutional representative and his institution, and that it is not the purpose or the function of NASPA to prescribe the procedures by which an institutional representative must go to make up his mind on anything or to commit his institution. Whether you have the authority to commit your institution to a viewpoint or not is up to you and your President to evolve.

I would like, on behalf of the Executive Committee, to comment on the amendment which is before the house. I do not personally object to it. The reason the Executive Committee had for not including this in the original recommendation was the feeling that nothing much would be added to the effectiveness of the questionnaire by including this -- that is, nothing would be added to what we already have, although it was recognized that this was not thought of as an institutional vote; and secondly, that the presence of Section 1 rather confused the answers on Section 2. We found some difficulty in interpreting these. And in view of the preponderance of the responding members who voted for "B" and for the corresponding sections under "II-A" and "B" the feeling of the Executive Committee was that it would be advisable not to repoll on this issue. But I do not oppose it if the membership wishes to do so.

PRESIDENT TURNER: Any further discussion on the proposed amendment?

DEAN LLOYD: The amendment maneuvers us into a rather complicated situation. It is conceivable that we could have one vote for institutions and a preference of individuals that would not be consistent. Then the Executive Committee would have before

it the matter of interpreting the vote unless it were definitely decided here that a majority of institutions voting "Yes" or "No" would become the policy of the Association. There is a distinct gain in the fairness of sending this out. The thinking of the Executive Committee certainly would seem to be clear in making this a deliberate consideration of the institutions. That strength, however, is counterbalanced by what seems to be the weakness of having the vote set policy of the organization, the Association, without the advantage of the kind of discussion we are having this morning with a larger number of representatives present. We might be entirely in favor of the spirit of this proposal and yet be in opposition to it as an administrative procedure, taking the position of NASPA. I guess I am correct in assuming that then this vote would bind the Association. Is that the intent?

PRESIDENT TURNER: Is that the mail ballot?

DEAN LLOYD: Yes, the mail ballot would bind the Association.

PRESIDENT TURNER: It would set Association policy, but it would not impose that policy on any particular institution. We cannot dictate to any particular institution.

DEAN LLOYD: But it would set Association policy.

PRESIDENT TURNER: That is correct.

DEAN LLOYD: I am speaking in opposition to this amendment for the reasons that I think it maneuvers and complicates our problem, and maneuvers us into a bad position.

DEAN DONALD M. DuSHANE (University of Oregon): If this were a court of law, I think that one of the attorneys ought to ask the judge for a brief two minute recess, with no one to leave the courtroom; and I would like to request this of the presiding officer, that we have two or three minutes so that we can check with each other.

PRESIDENT TURNER: If Mark Smith will stand at that door and not let anybody out, and Carl Knox stand at this door -- we have a lot of business to complete this morning and we do not want to let anyone out of here. We will take a two minute recess to discuss amongst yourselves whatever you want to discuss.

... A very short recess was taken ...

PRESIDENT TURNER: Can I call the session to order? Let's get back on this because time is running on us, and we have a lot to do. We have before us the motion which came from Dean Winbigler; we have the proposed amendment, which has been seconded and which is being considered. This is the amendment to include former Section I, which was a choice: Should the Association take a stand or should it not take a stand? That is the amendment before you at the present time. Is there any discussion or question on the amendment? Are you ready for the question on the amendment?

DEAN WINBIGLER: I think there was some discussion, Fred, which has come to light here, which is germane to the debate on the amendment as well as to the main motion. Apparently, we have given the impression in this presentation, at least to a number of the members, that the vote which is proposed will be an institutional vote. May I reread the section of the report which is germane?

"Accordingly, the Executive Committee will ask each institutional representative to vote by mail for or against the Association's taking an official stand in favor of one or more of the four statements."

This is a vote of institutional representatives, which is the way by which all Association business is conducted. The provision for time for institutional representatives to consult with their colleagues at their institutions was not taken to mean that this was a commitment upon the institution, or that it was any more of an institutional vote than any other vote which is taken in this Association in which institutional representatives vote. This is the way by which we conduct all of our business.

Furthermore, while it is not stated in the report, the secrecy of the ballot is to be preserved, and this will not commit the institution to any greater extent than the individual institutional representative regards it.

DEAN MATTHEWS: Mr. Chairman, I have always been concerned, since I first became a member of this Association in 1950, with the type of membership which I enjoy. It is unlike many of the organizations to which different universities have representatives. We do not pay, as we all know, our membership fee. The institution pays this fee. I think it is exceedingly important, and although I realize what Don has said, that in many issues we vote as representatives of the institutions, but in an issue as important as this it is my firm conviction that we

ought to go back, if not to the proposed questionnaire, to a new one which would then bring the information from the institution to the organization.

PRESIDENT TURNER: This is the argument for a substitute motion then.

DEAN MATTHEWS: I am arguing in favor of the amendment or the substitute motion.

PRESIDENT TURNER: You are arguing for the amendment?

DEAN MATTHEWS: I hope I am arguing for the amendment.
(Laughter)

PRESIDENT TURNER: Very good.

DEAN HENDERSON: In light of all the complexities of this whole situation, I would move that this be tabled, this whole problem be tabled for informal discussion until the next meeting.

PRESIDENT TURNER: John has moved that the whole thing be tabled. Is there a second to the motion? Is there a second to the motion? There is no second that I hear. The motion to table apparently is not seconded.

DEAN FRED H. WEAVER (University of North Carolina): Mr. President, Jack and I did not confer about this -- perhaps we should have -- about the meaning of a vote by our institutional representatives. I will be a little more confused, I expect, when I get through talking. (Laughter)

I do not see how we can, as Deans of Students, vote for our institutions really. I do not believe we can, by casting a vote here, commit our respective institutions to a policy on this matter. I do not see why a Dean of Students from an institution which would not wish to adopt a policy on this matter could not at the same time vote as a member of this Association, and thereby enable the Association to do what, as I understand Don Winbigler to mean, the Association has already agreed to do at a former meeting; namely, to have the members vote on this question.

So I should hope that we could work out the machinery necessary for us as members to take a vote on this question. I see no reason at all why we should not. It is a matter of widespread interest among Deans and among faculty committees, and of course among fraternity people, and it is a matter of profound importance, it seems to me, to the educational policies of our

respective institutions. I feel that we should proceed with the recommendation so that the vote could be had. If the Association votes that it wishes to express itself as opposed to discriminatory clauses and thereby let it be known to the colleges that that is the stand that this Association takes, then I think we would be better off as an Association than if we would persistently refuse to take a stand of this sort or anything else.

DEAN PERSHING: I am not voting as a member of this Association. Whichever side I vote, I vote that Georgia Tech tells the N.I.C. and the world --

PRESIDENT TURNER: No, you are confused, John. You are voting: Should NASPA adopt the procedure? That is all you are voting on now.

DEAN PERSHING: I mean eventually.

PRESIDENT TURNER: Eventually that will come to you by mail ballot.

DEAN PERSHING: I am going to vote in favor of the mail poll; but eventually, I am voting that Georgia Tech should tell NASPA that this should or should not be done. Is that not right?

PRESIDENT TURNER: That is up to you and Georgia Tech. We cannot say what you should do when you get home.

DEAN PERSHING: The way this is set up, Georgia Tech is a member and I am not.

PRESIDENT TURNER: That is right. What you do with it is up to you as an administrator there, having your dues paid by your institution.

DEAN PERSHING: Yes, and I want to get paid. (Laughter)

DEAN NOBLE HENDRIX (University of Miami): I would like to hear Don speak to the term "creed" here again. I hope I did not understand his statement there. There is the inclusion in each of these four alternatives of the word "creed." I have been sitting here puzzling about what he said. As I interpret it, we do not mean what we say about "creed" in this statement, although it is in there, and I do not believe this is fair to Don, or Dick Hansford, or to NASPA. Would you repeat what you really do mean about putting in the word "creed"?

PRESIDENT TURNER: We will repeat what it says in the report.

DEAN WINBIGLER: I am sorry, Noble, that I cannot re-construct precisely what I said in answer to Weldon's statement here, but my understanding of the use of the term "race, creed, and/or national origin," is that in that statement the reference to "creed" is to sectarian differences. When we say, "Elimination of clauses which restrict the selection of members on the basis of race," that means particular races. That is understood. "Creed" -- that means sectarian differences in creed, and/or national origin. We are talking about the restriction of members on the basis of stereotype differences here. Am I talking to your point, Noble?

DEAN HENDRIX: I am grateful to you. I feel better.

DEAN WINBIGLER: Weldon's worry was because he is interested, I believe, in trying to work for the increased philosophical and spiritual commitments of students, that this seemed to be a statement in favor of unbelievers, and I do not interpret that at all in that way. I think in the context of the modern discussions of the rubrics "Race, creed, and national origin," that we are talking about artificial differences and sectarian differences in these things, rather than to the extent to which people are committed.

DEAN SHOFSTALL: I believe this is out of order at this time, but I would like, after we dispose of this amendment, to make a motion that we eliminate the word "creed." I do not see where it would do any harm and it would leave the same intention.

PRESIDENT TURNER: You are not ready for that at the present time.

DIRECTOR A. LINC FISCH (University of Akron): It seems to me we are on consideration of the amendment to the report, prior to acceptance or rejection of the report; and on this basis, since the discussion is not adding anything to the vote on the amendment, I would like to call for the question.

PRESIDENT TURNER: The question has been called for on the amendment. We are voting on the amendment which is to re-instate Section I in the report as proposed by Don. Those in favor of this amendment will say "aye"; contrary. The Chair is certainly undecided. Can we call for those in favor of the amendment to say "aye"; contrary. I would say that it seems to me like the amendment is defeated.

DEAN MATTHEWS: A hand vote, Mr. Chairman.

PRESIDENT TURNER: A show of hands. I expect we should have a show of hands on this. One vote per institution.

DIRECTOR FOY: I do not believe it was meant to include the entire section. I believe it was just Section I-A, is that not correct?

PRESIDENT TURNER: The two sections: Should they take a stand or should they not take a stand? Is that correct?

DEAN MATTHEWS: That is correct.

PRESIDENT TURNER: Let's have a show of hands for those in favor of adopting the amendment, to reinstate Section I, which has the two questions, to take a stand or not take a stand. Those in favor of the amendment. This is on the amendment only.

... Those in favor of the amendment to the motion raised their hands and were counted ...

PRESIDENT TURNER: There were 19 in favor of the amendment. Now those against the amendment, a show of hands.

... Those opposed to the amendment to the motion raised their hands and were counted ...

PRESIDENT TURNER: There were 47. The amendment is lost, 47 to 19 apparently.

DIRECTOR FOY: Mr. Chairman, how many does it take to make a quorum in our organization?

PRESIDENT TURNER: I was afraid somebody was going to ask that because I doubt if we have a quorum here this morning, (Laughter) and our bylaws do not state the number. We simply state "The Annual Meeting." Our bylaws do not state whether it is a majority of those present. In the past, I think, we have not had a question serious enough to demand that question. Mr. Parliamentarian, in what position are we at the present time? (Laughter)

DEAN DuSHANE: I would advise that in the absence of any definition of a quorum in the bylaws, the only requirement is that the decisions be made at the annual meeting; that this is a regularly constituted and called annual meeting, and that a majority of those present and qualified to vote would be sufficient.

PRESIDENT TURNER: Is the Association satisfied with that interpretation? Did you get the interpretation? Very good.

Let us proceed with the consideration of the original motion which came from the ad hoc committee and the Executive Committee, which is to submit a mail ballot to members of the Association on the position they wish to take, if any, on this; because, after all, their vote of "Yes" or "No" determines the same thing exactly, it seems to me as that proposed in the amendment. It is not quite the same wording, but the effect is the same. Is there any further discussion on this?

DEAN SHOFSTALL: Just to give us a chance, the non-quorum to vote, I would like to amend the Winbigler motion to delete the word "creed" wherever it appears.

PRESIDENT TURNER: Is there a second to the amendment to delete the word "creed" from the statements? That would be in all four places, would it not? Is there a second to that? The amendment is apparently lost for want of a second, sir.

DEAN WINBIGLER: I think, speaking for the Executive Committee and the Sub-Committee, I think there would be some concern that we include in here restrictions of membership on the basis of particular creeds, such as Protestant Christian, and that the creed in that sense is in this questionnaire by intention.

PRESIDENT TURNER: Is there any further comment?

DEAN HALE: It could be misunderstood that my amendment was in opposition to the vote of the institutions. I should like to publicly state that I am in favor of the submission of this motion, and hereby call for the question on the original motion.

PRESIDENT TURNER: The question has been called on the original motion. Are you ready to vote?

... Calls for the question ...

PRESIDENT TURNER: Those in favor of the original motion, which is the procedure to submit a mail ballot to the members, say "aye"; contrary. I think the motion is clearly passed, and we thank you very much for discussing it thoroughly.

DEAN MATTHEWS: I wish to move that beginning with the 1959 academic year the basis of membership in NASPA be established on an individual basis and not an institutional basis.

PRESIDENT TURNER: That is a constitutional amendment.

That would require a constitutional amendment. Is there a second to this motion, which is that we go from our time-honored institutional membership to an individual membership. Is there a second to this motion? There seems to be no second, Jack; but I am quite sure that in the studies coming out of the Executive Committee reports and other things there is definitely included a proposition to study our entire membership procedures and see where we are missing the boat perhaps in our present plan.

Gentlemen, I believe that completes the report of this Committee. You have another amendment? We have several items. Lunch is scheduled at twelve-fifteen, is it not? We have a number of Committee Reports, we have some important items to get through. We have, in spite of our action yesterday of establishing this proposition of a sixty day cooling off period, a desire for a sixty day warning for any amendments to the Constitution, we are going to present another proposed amendment to the Constitution today. So Don, will you come forward and present this?

DEAN DuSHANE: Last night, the Executive Committee approved submitting to you for your adoption or rejection today an amendment to Article VI. Article VI now reads: "This Constitution may be amended by a two-thirds vote of the members present at an annual meeting." It is proposed that this be amended by the insertion of a clause in the middle of this sentence which would cause it to read: "This Constitution may be amended after the membership has been given two months' notice of the subject and intent of the proposed amendment by a two-thirds vote of the members present at an annual meeting."

I present this on behalf of the Executive Committee, and I move its adoption.

DEAN WEAVER: I second the motion.

PRESIDENT TURNER: Is there any discussion? All this is intended to do is to implement the suggestion which came from the floor yesterday.

DIRECTOR FOY: What do you mean by "present at an annual meeting"?

DEAN DuSHANE: This is in the present language, and I would say that those present at the annual meeting are those here today, one per institution, casting a vote.

PRESIDENT TURNER: The motion has been made and seconded to adopt this amendment to the Constitution which provides for a

sixty day advance notice of any proposed amendment to the Constitution.

DEAN NOWOTNY: Fred, our Constitution has been simple, and we can do what we please. Nobody has abused the privilege. I think we can complicate it by this sixty day notice, and we can have too many parliamentarians. I oppose adding this bunch of junk. (Laughter)

DEAN DuSHANE: I am not sure there is a great deal of argument to be made on either side. Opposed to this, it might be well stated that this amendment itself has not itself given us sixty days' time to reflect on it. Also, as "Shorty" says, the Association has gotten along quite well for forty-one years without an excessively detailed Constitution, and that the only amendment of substantial change which has ever been adopted was adopted after several successive conferences had discussed the change of name. On the other hand, in favor of it is the argument that it was proposed by responsible members of the Association yesterday, and that it seemed to have some merit in that if there were to be amendments at least some of you would not have to make up your minds on the spur of the moment.

PRESIDENT TURNER: Is there further discussion? Did someone call for the question on that?

DEAN RALPH WRIGHT: I would merely suggest that if we inserted the words "and voting" after the word "present," this would simplify the thing. We might not have adequate numbers to get a two-thirds majority of all the people who registered at an annual meeting. If we had the words "and voting" inserted this would enable the Association to proceed probably with better success.

DEAN DuSHANE: This is an amendment to the present one: Two-thirds of the members present and voting at an annual meeting.

PRESIDENT TURNER: Is there an objection to that as an amendment to this in order to clarify it? Any objection to that simple and clarifying amendment? Are you ready for the question on this as amended?

DEAN DuSHANE: I would object to this. Normally there are three positions you may take when you vote. You may refrain from voting, or vote "Yes", or vote "No." This suggested amendment, the second amendment proposed here to the clause, to Article VI, would be to withdraw from you the right not to commit yourself, and permit the decision to be made only by those who

felt strongly one way or the other.

PRESIDENT TURNER: Do you wish to pose that formally as an amendment?

DEAN RALPH WRIGHT: I would like to hear a couple of other people on this. They have asked for the floor, and after I hear what they have to say I might wish to withdraw this.

DEAN LLOYD: Supporting "Shorty's" comment, I think in terms of the amendments we have made in the past generally they have been discussed over the years; committees or commissions will come in after a very exhaustive study, and sometimes they are turned down one year after another; and finally, after action of the Executive Committee and action of large numbers, we are ready to make a change. If we adopt this, this change cannot be made until it has been cooled off for another year. I am opposed to the proposition and support the objection to it.

PRESIDENT TURNER: Is there further discussion?

... Calls for the question ...

PRESIDENT TURNER: Question has been called on the adoption of this amendment to the Constitution which provides for a sixty day notice for any amendment prior to the annual meeting. All those in favor say "aye"; contrary. We had better have a showing of hands, I think. Get up here somebody and help me count. Those in favor please hold up your right hand, all those who are in favor of the amendment. This is to give notice.

DEAN ROLAND D. PATZER (Kent State University): A point of order. Was this amendment included or not?

PRESIDENT TURNER: No, the amendment was not included. (Those in favor of the amendment were counted.) Now those opposed to the amendment. (Those opposed to the amendment were counted.) It is lost. This motion is lost. We are not going to have the sixty day period.

I am in sympathy with what has happened here. I think the question would not have been raised were it not for this proposed increase in the dues. That is what brought this up.

All right, we have a couple of other quickies here. That last motion was lost.

A question that came out of the Executive Committee last

night after a discussion of places and dates for future meetings. We are set in 1962 for Philadelphia; in 1963 for Evanston. The dates are now definitely set for Evanston for June 24-27. We want a show of hands of those present on which you prefer for the Philadelphia meeting, an April or early spring date, or a June meeting in Philadelphia. That would give you consecutive June meetings in 1962 and 1963 if you go to a June meeting. Will you give me a show of hands on those who would like Philadelphia in April? (They raised their hands.) Let's not count them. Let's just see how they look. Now Philadelphia in June. (They raised their hands.) It looks like just about half and half. (Laughter) I certainly do not think it is conclusive.

DEAN MATTHEWS: Mr. Chairman, there is no urgency on this point, is there?

PRESIDENT TURNER: Yes, we have to make a Philadelphia hotel reservation. That is our concern there. Give me a voice vote on it. Those who favor Philadelphia in April. Those who would rather have it in June, with a chance to do a lot of sight-seeing. (Laughter) I think it is about even. We will pass that on to the Executive Committee. It seemed to be about equally divided.

It is now five minutes to twelve. We must have the report of our Committee on Resolutions. I did want to get a brief statement in here from the Committee on Cooperation with N.S.A., which will include a brief statement from the President of N.S.A. We are going to miss some Committee Reports here, I am quite sure, at our present rate. Could we call on the Cooperating Committee on U.S.N.S.A. at the present time to give Bob Kiley a chance to make an important statement he wants to make. Charles Gadaire, Chairman of the Cooperating Committee on U.S.N.S.A.

DEAN CHARLES R. GADAIRE (Chairman, Cooperating Committee on U.S.N.S.A.): The activities of the Cooperating Committee on U.S.N.S.A. consisted primarily on agreeing through coorespondence that the 1958 NASPA statement concerning U.S.N.S.A. needed no revision and that the greatest service we could perform would be to make available to the participants at this Conference both exhibit materials and an information service. Thus, the many facets of the work of the organization could be demonstrated and any questions which might arise could be directed to qualified personnel.

You have undoubtedly seen the material exhibited in Baker Hall, and perhaps talked to the three U.S.N.S.A. officers

visiting our Conference: Robert R. Kiley, President, Diane Hatch, Executive Vice President, or Fred Werner, Student Government Vice President.

In March, 1958, a Ford Foundation Grant of \$25,000 made it possible for the U.S.N.S.A. to pursue a project called "Student Responsibility in Higher Education." Though varying with the individual college needs, the project has attempted to set up projects on ten pilot campuses stressing four goals; namely: 1. Recruiting more college teachers. 2. Improving utilization of present teaching resources. 3. Improving student motivation toward learning. 4. Improving counseling services for college and high school students.

The Chairman of your Committee attended the 11th U.S.N.S.A. Congress held at Ohio Wesleyan University in Delaware, Ohio in August, 1958. The theme of the Congress was the same as the Ford Foundation Project, namely: "Student Responsibility in Higher Education." The student personnel administrators who attended the Deans and Advisors Workshop were all impressed with the sincere concern of the student leaders in improving their own college experience.

During the year, several of you have written to the Committee requesting specific information concerning U.S.N.S.A. and an attempt was made to supply the information promptly, or direct the individual to source material. It is my personal feeling that, in addition to the liaison function, one of the services which can be performed by the Cooperating Committee on U.S.N.S.A. is to act as a clearing house for information requested by the NASPA members.

The 12th U.S.N.S.A. Congress is to be held from August 4 to September 3 at the University of Illinois campus. The Deans and Advisors Workshop will be held in the middle of the Congress, August 29-September 1, and will afford an opportunity to see U.S.N.S.A. at work. I am sure you would enjoy the workshop, and certainly we would all enjoy seeing Fred Turner at his home base. I am sure that you have received an invitation, but I would like at this time to call on the President of U.S.N.S.A. Bob Kiley to establish this invitation more firmly. Bob.

PRESIDENT TURNER: Bob, will you come forward and make this brief statement. This is Bob Kiley, President of the United States National Students Association.

MR. ROBERT R. KILEY (President, U.S.N.S.A.): Thank you, President Turner. I think at this time I should thank you and

the Executive Committee and all the members of the Association for continually granting us this opportunity to be with you at your annual conference.

It is a great pleasure at this time to invite all of you -- although I know you all have busy schedules as well as limited budgets -- to attend the Deans and Advisors Conference which does take place at the National Students Association Congress. This is a very sincere invitation. The Deans and Advisors Workshop has become more and more of a highlight of the Congress each year, and I think it will be very worth your while to attend.

I might just make a few very brief remarks about the N.S.A. itself. I know I am beginning to dig into your lunch hour. There is a kind of dual function which I see for the Association, which I think my fellow officers see as well. The first of these functions, which oftentimes can be very discomfoting for student personnel administrators, is a kind of provocative function, a stimulating function, a channel through which new ideas are tried, a channel through which experiments continue to take place. Although this can oftentimes be very discomforting not only for deans and educators but also for students, many times it is out of this kind of process, we believe at any rate at least, that new ideas come forward. We have been most happy with the kind of things which have come from this process in the past, and we hope they will continue.

The second function is the service function, which now requires a staff of forty people in the Association to carry it out. This is the function which I think salves the first, and makes it a little easier to swallow for some people.

Let me also mention one function which I think should be of interest to each institution, particularly since many of you will have students traveling in Europe. This is something that I am just calling to your attention. I have not really been able to do this and other officers of the Association have not been able to do this until the beginning of this month and the end of the next one. This is to call to your attention the 7th World Festival for Peace and Friendship held in Vienna in July. This is sponsored by two international communist front organizations: The International Union of Students, and the World Federation of Democratic Youth. The N.S.A. during the past year and a half, since the last youth festival held in Moscow, has held a very overt blatant position against sending students to the festival itself. It has been hard work during the year to try to present the background which is necessary for understanding the

festival, such as the simple fact that \$100,000,000 or more is spent in running the festival which lasts for just five or six days, which amount is equivalent to the budget of the United States Information Agency, and that is spent on just this one particular event.

I think I can say at this point, since the festival will be taking place in less than a month, 70 to 90 American students will be at the festival -- there will be more than that because people will be traveling in Europe; but groups in this country have been successful in contacting 70 to 90 good students who have been informed about the nature of the festival and about some of the questions which will be arising at the festival in terms of influencing those people from the so-called uncommitted or underdeveloped nations. And those people will be attempting to use any means possible to present their views, and it is often very difficult in one of these festivals to counter-act the aims of the organizers of that festival.

I thought you might be interested in this because many of you may have students returning from Europe or from Vienna, and having attended that festival I know that it is extremely interesting. I think it exemplifies one of the things which the N.S.A. faces on the international level, and that is that the "cold war" is not restricted merely to the diplomatic round tables and it is going on throughout society, and it particularly has an impact in terms of communist aims on the student level.

So the N.S.A. is always faced with these kind of obstacles and challenges. With those few words I would again repeat my expression of gratitude to you. I have been with the N.S.A. for two years and I am going out of office. I would like to thank all of you for the opportunities that I have had to meet you and to make some very warm and close friendships. I would also like to repeat my invitation to, by all means, attend the National Student Congress where perhaps you can gain a greater understanding of what makes the N.S.A. tick. Thank you very much, Mr. President. (Applause)

PRESIDENT TURNER: Thank you, and we are sorry that time has limited you so. It is now five after twelve. I would like to get the report of the Committee on Resolutions. Will you stick with us through that? We still have six committees unreported. There are at least two with very important reports. Clark Davis, do you have a report?

DEAN I. CLARK DAVIS (Chairman, Committee on Scholarships and Financial Aids): Would it be all right with you, sir, if we

prepare a report, send it to our membership, and submit it to the Executive Committee, if that will be acceptable?

PRESIDENT TURNER: That will be all right. What about yours, Jack?

DEAN JACK MATTHEWS (Chairman, Committee on Training Residence Hall Administrators): Two minutes.

PRESIDENT TURNER: All right, go ahead. We would like to end the meeting with Hurford's final resolution. That is the point.

DEAN MATTHEWS: This is a report of the Committee on Training of Residence Hall Administrators.

Recognizing that the Association of College and University Housing Officers has recently established a "Committee on the Training of Residence Hall Personnel," your committee recommends the continuation of a committee on Training Residence Hall Administrators to cooperate with the Association of College and University Housing Officers. It is recommended that the Committee for 1959-60 be designated "Committee to Cooperate with the Committee on College and University Housing Officers on the Training of Residence Hall Administrators."

Since the next annual meeting of the Housing Association is scheduled to be held in Denver in August, it is the hope of your Committee that the President of the Association of College and University Housing Officers can be notified prior to August 1, 1959 of the desire of NASPA to work cooperatively with ACUHO in the area of training of residence hall personnel.

Your Committee suggests several areas of mutual concern for future investigation and study. These areas include:

1. Characteristics and qualifications needed by those entering the field of residence hall work.
2. Institutions presently providing special courses and curricula in residence hall training:
 - A. Regular undergraduate courses
 - B. Special short courses.
 - C. Graduate courses or programs.
3. In-service training programs for residence hall personnel.

4. Compilation of bibliographical material relating to training residence hall personnel.

Submitted by: Robb G. Gardiner, W. Dean Holderman and Jack Matthews, Chairman. I move the adoption of this report, for the record.

... The motion was duly seconded ...

PRESIDENT TURNER: You did it in a minute, too. That is very well done. Those in favor say, "aye;" contrary. The new President will want to take note of the fact that there is an appointment to be made for this meeting in November.

At this point we will call on the Chairman of the Resolutions Committee, Hurford Stone.

DEAN STONE: President Fred and Gentlemen: On behalf of Deans Burger, Brown, Carroll, Emmet, Hulet, Martin, Reid, Ross, Slonaker, Stewart, Weir, and Wunderlich, and myself, the report of the Resolutions Committee is submitted.

Despite the lateness of the hour, I shall take the liberty to preface the Resolutions Committee report with a few words of explanation and introduction.

First you will already have observed from the printed program that the Resolutions Committee this year is one of unusual prestige and distinction counting among its members, 13 in number, men of dignity and scholarly attainments, committed to emphasizing intellectual curiosity, and representing without exception the finest institutions on the roster of our membership located strategically in the choice sections of our beloved country.
(Laughter)

Your Committee this year has engaged in an unusual amount of work, in fact we had a meeting of a few of our members after breakfast this morning in preparation for this occasion. I must confess that ours is not a "yes" man committee, not one to carelessly agree on any resolution proposed. For example, by majority vote it defeated one suggestion having to do with the Boston weather, another to give recognition to any deans who might happen to be retiring this year, and another to include special appreciation for the services of the Chairman of the Resolutions Committee. However, we are all men of good will, committed to togetherness, to bridging the gap between any diverse elements in our Association, so we finally arrived at complete unanimity, and submit the following resolutions with our unanimous endorsement.

RESOLUTION 1

RESOLVED: That the Association commend highly, Conference Chairman John Hocutt and his assistant, Jack McKenzie for the planning, organization and direction of a stimulating as well as instructive conference program, expertly guided by experienced hands.

Mr. Chairman, I move adoption of the resolution.

PRESIDENT TURNER: Is there any objection to this resolution? Very good, we will consider it passed. Then we will take them in toto.

DEAN STONE: Resolution 2:

RESOLVED: That the Association express its thanks to Dean Chaffee E. Hall, Jr. and to his committee and staff and in particular to Miss Nancy Peterson for their friendly welcome, warm hospitality and efficient service in making available their facilities and services to this conference.

PRESIDENT TURNER: Is there objection to this resolution? Let us proceed.

DEAN STONE: Resolution 3:

RESOLVED: That the Association express its appreciation to Deans J. Leslie Rollins and Vernon R. Alden and to Professor Thomas J. Raymond and the Harvard Graduate School Faculty for the superior direction in the application of the case method to the study of student personnel problems and for their daring attempt to extend their instruction to the wives in attendance. (Laughter)

PRESIDENT TURNER: No objection, I assume.

DEAN STONE: Resolution 4.

RESOLVED: That the Association extend to President Fred H. Turner, Secretary-Treasurer Carl W. Knox and members of the Executive Committee its sincere gratitude for the inspiring leadership and direction given to this Association during the past year.

5. RESOLVED: That the Association express its appreciation to the Chairmen and members of standing committees and commissions for their service to the Association during the year.

PRESIDENT TURNER: No objection, I suppose, to this.

DEAN STONE: Resolution 6.

RESOLVED: That the members of this Conference stand for a few moments of silence in memory of our friends and fellow workers who have passed away since our last meeting:

Dean William J. Farrissee, Dean of Men, Stevens Institute of Technology.

Dean A. E. Hittopole, Assistant Dean of Men, Ohio State University.

Dean Herbert G. Johnstone, Dean of Students, University of California Medical Center.

Dean Emeritus Harry Stone, Dean of Men, West Virginia University.

PRESIDENT TURNER: I would like to call for formal adoption of your first five resolutions, then proceed with the final one. Those in favor of the first five resolutions.

DEAN HOCUTT: May I suggest the inclusion of Dean Teele's name in the resolution that names Rollins, Alden and Raymond. Dean Stanley Teele.

DEAN STONE: Thank you.

PRESIDENT TURNER: Very good. Any other amendments?

DEAN LEITH (Lehigh): May I suggest the inclusion of Professor Merry's name in the same place.

DEAN HOCUTT: I suggested the inclusion of Dean Teele as head of the Business School. Professor Raymond was Conference Educational Adviser, and he recruited the staff which included Professor Merry. We have a total of twelve staff members. I am delighted to have Professor Merry included, however, I do not believe you should include one, unless you include all of the staff.

DEAN LEITH: I will go along with John's suggestion and explanation.

PRESIDENT TURNER: Would there be any objection to adding the name of Verne Edmunds here in the first resolved?

DEAN McKENZIE: I would be grateful if you would.

PRESIDENT TURNER: Verne has helped a great deal. If there are no other changes, I will call for the adoption of the first five resolutions.

DEAN WEAVER: Vern Alden's name is in there, isn't it? Isn't there an Associate Dean in the same relationship with Vern?

DEAN HOCUTT: That is right, except that he has had no official connection with the conference. It was Vern Alden and Stanley Teele.

PRESIDENT TURNER: Are we agreed on these now? The first five resolutions, those in favor will say, "aye." Contrary.

Now, John, you have an announcement to make before the final resolution.

... Announcement re boat trip for wives and children ...

PRESIDENT TURNER: Before this final resolution, I would call attention to the fact that we have not heard from Noble Hendrix's committee on Cooperation with A.I.A. We have not heard from the Joint Committee on Student Discipline. I think there is no report there. We have not heard from the Committee on Membership in Liberal Arts Colleges. There is a report there that can be printed in the minutes.

... Following is the Report of Committee on Membership of Liberal Arts Colleges, which was submitted for inclusion in the Proceedings:

Report of Committee on Membership of Liberal Arts Colleges

1. At its meeting last year at French Lick, the committee voted to prepare a list of eligible liberal arts colleges, assign each committee member a number of these institutions, and ask him to write each concerning NASPA membership. This was done during the year by Chairman James P. Orwig, and the lists were mailed to committee members in mid-June of this year, each list containing the names of some 30-35 Liberal Arts institutions not now members of NASPA.

2. In the absence of Jim Orwig, and at his request, the undersigned called a meeting of the committee for Sunday, June 28, 1958, which was attended by three members, at Kresge Hall, here at the Harvard Business School.

A. Those present agreed that the present members of the committee should discharge their responsibilities by approaching the institutions on their lists. It was suggested that, in addition to such approaches, other NASPA members be enlisted in approaching prospective member institutions in cases in which they

might have a closer relationship than the committee.

B. Committee members present were concerned with reasons underlying any lack of interest in NASPA on the part of Liberal Arts Colleges. They recognized that many liberal arts colleges now holding NASPA membership do not in fact attend the annual meetings of the Association. There was voiced a strong suspicion that this situation has its implications for planning the conference program for next year. Specifically, the committee suggests consideration of any or all of the following program possibilities:

- 1) A brief and separate meeting next year of new deans from liberal arts colleges following the regular orientation meeting for all new deans.
- 2) A luncheon or dinner meeting of liberal arts college deans, with such a person as Fred Turner present to explain to the group the history and purposes of NASPA.
- 3) A half-day session during next year's conference to be announced in advance to prospective liberal arts members, to be devoted to fairly structured discussions of problems particularly pertinent to these institutions. Such a meeting for deans of Liberal Arts Colleges should be coordinated carefully with the overall program of the Conference, and other NASPA members might well be called upon as resource personnel.

It was felt that an approach involving both attractive program and individualized invitations to join NASPA will result in increased membership in our Association on the part of the Liberal Arts Colleges.

Submitted by David L. Harris, Ripon College, Acting
Chairman. ...

PRESIDENT TURNER: We have not heard from Clark Davis on Financial aids. Those are the committees we have not heard from. Clark, is there anything you have to report?

DEAN I. CLARK DAVIS (Chairman, Committee on Scholarships and Financial Aids): I mentioned that we would submit our report.

PRESIDENT TURNER: That is right. We got yours, didn't we. Where is Dave Harris? Is Dave in the room? Dave, will you submit the report for the record?

DEAN HARRIS: I certainly will.

PRESIDENT TURNER: That will take care of that. Noble, there is actually little to report at this point, is there?

DEAN NOBLE B. HENDRIX (Chairman, Committee to Work with A.I.A. and College and University Housing Officers): We kept the channels open with the American Institute of Architects and the Association of College and University Housing Officials, and found no real projects stirring from either of these organizations calling for action from us.

PRESIDENT TURNER: This committee should be kept alive because we have been in several cooperative ventures with them.

DEAN HENDRIX: From time to time there will be studies made on dormitory standards and norms, and certainly this association would wish to be involved in those.

PRESIDENT TURNER: I believe we have called them all, at least a mention of them.

DEAN WINBIGLER: There is one group in the room that is not welcome to take the boat ride this afternoon, and that is the Executive Committee to which the ball has been passed on a number of special issues this morning, and they are asked to convene in the Hamilton Lounge at three o'clock, or as soon after Vic Spathelf's session is over as possible.

PRESIDENT TURNER: Before this final resolution, may I ask you to give Vic Spathelf, who is a veteran of our group, at least a decent hearing this afternoon. It is a fine afternoon, but he has come all the way from Michigan to be with us, so let us give him a decent hearing by having a decent crowd there.

Now we are ready for the final resolution, which will be read by Dean Stone.

DEAN STONE: Resolved: That the members of this Conference stand for a few moments of silence in memory of our friends and fellow workers who have passed away since our last meeting:

Dean William J. Farrisee, Dean of Men, Stevens Institute of Technology.

Dean A. E. Hittepole, Assistant Dean of Men, Ohio State University.

Dean Herbert G. Johnstone, Dean of Students, University of California Medical Center.

Dean Emeritus Harry Stone, Dean of Men, West Virginia University.

I move the adoption of this report.

PRESIDENT TURNER: The motion is that the group stand for a moment of silence.

... The assembly arose and stood in silent tribute to the memory of departed friends and fellow workers of the Association ...

PRESIDENT TURNER: The meeting is adjourned until one-thirty this afternoon.

... The Business Session recessed at twelve-fifteen o'clock ...

TUESDAY AFTERNOON - JUNE 30, 1959
Group Discussion Session

The Group Discussion Session, "Relationships of Student Personnel Administrators with Teaching Faculties," convened at one-thirty-five o'clock, Dean Donald M. DuShane, University of Oregon, presiding.

CHAIRMAN DUSHANE: John Hocutt has an announcement.

DEAN HOCUTT: Gentlemen, we had twelve members of the Business School staff who participated in the seminars on Friday and Saturday. You may recall at the opening session Professor Raymond's comment to the effect that "speaking for the other members of the staff, it is a pleasure to have been told to be here." Well, that is what it amounted to. The business School requested these people to participate in the program. NASPA is paying no honoraria to these staff people for their teaching time.

My suggestion is this -- and it is no more than a suggestion -- if, when you return to your campus, you would like to write the instructors for your section (you had two instructors, I assume, as the program indicates), indicating your appreciation for their contribution to the program, I think this would be quite in order. Also, if you care, as I propose to do, to send some little memento from, in my case, the University of Delaware campus to the two instructors that I had, I am suggesting that you may want to do the same thing. I am not talking about an elaborate gift. I propose to send an unframed print of the Delaware campus to the two instructors that I had. I pass this on as a suggestion. Thank you very much.

CHAIRMAN DUSHANE: Thank you, John.

It is my happy privilege this afternoon to present to the new members a former member of NADAM and NASPA, whom the middle aged and older crowd remember with affection and high regard.

Before I tell you something about Vic Spathelf, I want to recall the conversation between two young ministers of different creeds, (laughter) denominations, who were discussing their work. After they had had quite a discussion, one of them said, "Well, it's plain to see that we are both engaged in much the same kind of enterprise. I in the Lord's way, you in yours." (Laughter)

This I thought of in connection with the teaching faculty and the role of the administrative faculty. After all, we are all engaged much in the same kind of work, we Deans for the best interests of the university; and the teaching faculty for their best interest. (Laughter)

This is a more cynical approach really than I feel personally inclined to make. There are many times when I recall with pleasure the old German definition of a professor, as a man who thinks otherwise. (Laughter) Then I recall just last Friday talking with a friend of mine who left the deaning business and now would like to get back into it. I said to him, "I suppose you miss the students."

"Oh yes," he said, "but really it's the faculty I miss the most." Now, whether this is nostalgia which besets an old war scarred battle horse as it thinks back over the years, I do not know, but certainly we must say, bless the teaching faculty. Without them we would have no problems; without them we would have no jobs; without them there would be no students.

The subject today is the relationships of student personnel administrators with the teaching faculty. Engaged as we are in the same kind of work with the same subjects on which we operate, for objectives which in the long run are not very different from the objectives we have in mind, theirs coincide.

To talk to us about this subject today we have we have one Victor Francis Spathelf. Who's Who says he was born in Benton Harbor, Michigan, although I know that to this day he wears no beard (laughter); that he went to Detroit City College, Wayne University, University of Michigan. We know that he has been and still is a student, husband and father, teacher, coach, public school principal and superintendent, university counselor for men, coordinator of university war activities. He has been both a director of student personnel activities and a dean of student affairs. He was one of the towers of strength in this organization of ours: A member of the Executive Committee, Vice President before his presidential year, 1952 in Colorado Springs, 1951-52. It was in 1952 that he left our ranks to take the presidency of Ferris Institute at Big Rapids, Michigan.

But when I introduce him to those of you who do not know him, I would like most to say that he is student, teacher, administrator and friend to us, the teaching faculty, and the student. Vic, you tell them what you have in mind. (Applause)

PRESIDENT VICTOR SPATHELF (Ferris Institute): Don, the two ladies present, and all of you reprobates that are associated with this organization: It is a very real pleasure to be here today and to experience for a brief moment the sincerity of this particular group.

I wish, Don, that you had not tampered with this audience to start with. They were all comfortably seated in the back, and that was the signal that I could tell my story about the differences in audiences that every speaker ought to assess. It seems that they fall into two major categories: Those who sit in the back seats are church-going audiences, and those who sit in the front seat are burlesque audiences. I was going to congratulate you on being a church audience, but now as I look at your proximity to those right windows, you are a bunch of right-wingers for sure.

As I came into LaGuardia airport in the early morning hours this morning, it was 96 degrees, and here it was in the 90s I understand. This ought to be a warning to all the student personnel administrators to live a good and righteous life because they cannot get out of here.

I also feel a little bit for the first time like an expert in terms of my definition of it, coming in here for a brief moment and staying a brief moment, and then having to go again, since the legislature has not solved any of our problems in Michigan. An expert I understand is a man that blows in, blows off, and blows out. (Laughter) And I am in those circumstances today. Well, it is a hot day and I recognize your discomfort, and I shall try to be mindful of it.

The title of this general session topic intrigues me, not for reason of its wording but because of its appearance on the program of this Association as a major concern in your deliberations.

The implication is clear that it is an issue of consequence. The implication further might be drawn that there exists a chasm in professional relationships, for were it not so, much of the significance of the topic would be lost. That relationships between student personnel administrators and teaching faculty could be improved is witnessed by the concern of this professional association. The topic is not a stranger in the discussion settings of NASPA, for many times in less formidable settings, the issues of the relationships involved have had piecemeal consideration. I have not been aware that in major

academic circles and associations has there been near equal concern. This, indeed, may in and of itself, be a further manifestation of the disparity which exists between student personnel concerns and academic matters. Unless some of the pivotal issues of this relationship can be identified and progress made in cementing a unity of effort and commonality of purpose between student personnel and academic personnel, similar discussions will be repeated on your programs many times hereafter.

I wish to hold forth on no discourse as to who shares the major fault for a less than optimum working relationship between so-called academic and student personnel interests. Such a discussion would avail little. Suffice it to say, that the purely academic faculty point of view has existed since time immemorial on the educational horizon, whereas, the professionalized student personnel concern is a recent development paralleling most of our lifetimes. I wish it could truthfully be said that the student personnel effort, as we know it today, were a resultant outgrowth from a demand or conviction on the part of the academic faculties that such a program of activities and service was indispensable to the academic effort. Were this the case, the problem of the relationship would be diminished to one of perfecting working techniques.

The fact is, however, that the student personnel program as we know it today was born and nurtured largely outside the framework of generalized academic faculty initiation. It has in varied fashion been accepted or tolerated as a necessary concomitant of education and thus effective working relationships have been hard won. Partisans of the student personnel point of view have sometimes, not too modestly, asserted that this important facet of the total educational effort was due to the farsighted vision of the few within their own ranks, or closely related thereto, who embraced a segment of dangling, unattended and unmet institutional responsibilities for students, and unified them into a major educational effort aiding and abetting the instructional process, and also fashioning enriched learning experiences integral with the effort.

Let it also be said, however, that where the student personnel concept has been made operatively effective, there have been creative members of the academic faculty and college presidents and deans who have seen the vision of the worth of such a program and have given leadership within the ranks of their colleagues by direction, precept and example. Student personnel administrators could not have won acceptance solely by their own efforts.

At the outset, then, let us do away with any kind of clinical analysis of who fostered the growth and development of the student personnel point of view. Let us also exercise meticulous care as we analyze the relationship of the student personnel function to a particularized academic function, so that we do not perpetuate a dichotomy which can grow the more pronounced as we attach labels to specialized interest, no matter which vantage point may be adopted for discussion.

Several years ago I heard one of your colleagues, Arno Haack, put it more graphically by saying that what we needed to do was to implement the "one world" concept in education. He said we must put an end to having the world of academic interest and the world of student personnel interest. And as a climatic point of his analogy, he said, "We've got to put an end to having the major professional effort being the process of sending ambassadors from one world to the other as a suitable substitute for living and working together in unity of effort."

There is a very real danger that those of us who have lived "student personnel" become so engrossed in the importance of our task that we have contributed to a distorted, myopic view of the total educational process and assert for student personnel workers an eminence of unjustified stature. The same can be said as a generalized statement, with supporting examples, for other educational functionaries. I have stated before to this group, on other occasions, that student personnel administrators must set high on their priority list of operational qualifications the quality of educational statesmanship, which recognizes not only the historical development of education, and the evolutionary development of student personnel work as a comparative new development to temper their zeal, but which statesmanship further has the dedicated vision of unified educational effort. I would assert that student personnel administrators must give leadership along the road to unity of effort.

In this respect I would quote to you from the Bible that portion which in effect says, "Whosoever among you would become a leader, let him first humble himself and become a servant." I know of no better slogan which the student personnel administrator could adopt which would redound to greater credit and greater effectiveness of student personnel work in the educational process and lay the first effective foundation to bridge the gap with the academic, and result in unified educational teamwork.

Philosophically, the primary purpose of institutionalized education is learning or the instructional process, be the latter formal or informal in nature. What every president, dean,

teaching faculty member, counselor or student personnel functionary needs to remember is that he, in his capacity, is a servant of the learning and instructional process and that he, or his office, is not a self-sufficient entity unto himself. If the student personnel administrator assumes the foregoing as a postulate, his function then becomes one of directing activity to this end and also directing information and understanding to this end, consonant with the best principles of human relations. One could even make the latter terminology synonymous with public relations. We may then proceed with a number of considerations.

At the outset, it must be agreed that the academic faculty should have a sound and abiding interest in any student personnel program. Stated differently, it would be fatal to assume the point of view that "teaching is your business and student personnel work is our business," implying that the faculty should "keep its nose out of how we run our affairs." This has chased away many a faculty member. If we assume the proper attitudinal stance, then it must be recognized that an academic faculty may possess certain legitimate expectations of the student personnel administrator and his program. We can enumerate but a representative few.

1. The academic faculty has the right to expect that the student personnel administrator is an administrator of ability who will organize and administer with competence an effective student personnel program which bears the scrutiny of the academic staff of all disciplines as to its soundness, practicality and efficiency.

A very great educational service was rendered a number of years ago with the production of the statement, "Minimum essentials of a Student Personnel Program" which received widespread distribution. At the same time, it was accompanied by a fundamental weakness, in that it abetted the tendency to quickly imitate the format of these "essentials" through administrative organization, using the names of the student personnel functions enumerated, without pursuing the evolutionary process of careful, planful growth through faculty acceptance. To many an academic faculty, here was formidable empire building, costing much money, and robbing the formal instructional process of financial resources which the faculty thought was more needed by them.

Not infrequently there was the instance that when the operation of a facet of the program was subjected to critical scrutiny by faculty who thought they had, or had in fact, the competency of their discipline through which to scrutinize, the operation fared less than well for lack of top-notch performance.

I would assert at this point that superior quality of operation apparent in student personnel activity, as it does its work, will allay much criticism and negative attitude. A superior operation of any facet of the student personnel program is the soundest recommendation possible to the academic faculty for the validity of the total program. The converse is also true.

2. An academic faculty may not consciously expect, but will certainly commend, the consistent effort of the student personnel administrator to thoughtfully and with diplomacy interpret his program both in generalization of purpose and in scope related to the goals of the institution and as it functions in the specific instances with which the faculty come into contact with it. Generally speaking, a faculty, if it does not feel it is being propagandized, will display a wholesome interest in a student personnel program as an integral institutional effort. Properly informed individual faculty members frequently become our most vocal interpreters in settings about which we are not very much aware. A poorly informed faculty can also do a thorough hatchet job on a program.

Too frequently we ignore the basic tenets of sound interpretation and too frequently that which we do is spasmodic.

A disease much too apparent in student personnel work is the prevalent publication of descriptive pamphlets, brochures, policy statements, procedures manuals as the primary device of interpretation. The corollary of this disease is the assumption by student personnel administrators that people read them with the same loving care with which they were prepared and that the faculty "got the message." In the critical instance, when there is misunderstanding or evidence of the lack of knowing about the program, the printed material is used as a defense device that the student personnel administrator had "the record straight" in printers' ink.

Effective personal rapport with a departmental or college faculty will provide many occasions when the student personnel administrator can appear before a faculty group or in a faculty committee meeting for a judicious short period of time to effectively interpret an aspect of his program operation, then in reference, and through this "sell" the program in general. There is no substitute for the effectiveness of the personalized approach for creating understanding and receptiveness of a program and this is a chief responsibility of the student personnel administrator. I have a personal feeling that his effectiveness in this regard is in direct proportion to the amount of time he leaves his desk to do it.

3. An academic faculty will come to respect the student administrator, and his program, who is constantly appraising his program to see that its purposes and implementing activity are effectively operative at all times. Such continuing appraisal, if it is soundly functioning, will inevitably come to the attention of the faculty for they will directly or indirectly be touched in the process of appraisal.

Student personnel work suffers from the same affliction of institutionalization which every function experiences if it is allowed to vegetate or its operation is taken for granted.

The student personnel administrator cannot sit behind his desk in sublime assumption that every aspect of his multifaceted domain is operating effectively just because in his judgment it was set up right in the first place or because he has not heard any explosions emanating from one of his offices.

I have been in administrative work for some 28 years, and I never cease to be amazed how the nature of a given operation or, indeed, its very purposes, can be markedly altered if the compass of appraisal is not used with regularity to hew a path of effective operation. I, too, have been guilty of arguing with a faculty member about the operation of a phase of my student personnel program when it was operating differently than I thought, because I failed in some aspect of constant appraisal. The program which is not doing what the student personnel administrator says it is doing, or thinks it is doing, is an invitation to faculty mistrust.

4. The student personnel administrator may be expected by the academic faculty to involve members of that group to help plan, implement, guide and appraise the program if they are to be expected to have a vital interest in that program.

This is not a matter of going through the motions of having faculty identification with student personnel concerns. All too frequently, faculty committees are appointed to serve in a continuing relationship to student personnel operation and we use them to a low point of their ultimate potential. Not infrequently are faculty thus occupied by lesser matters of import while the crucial decisions or considerations are effected otherwise. A faculty committee occupied by busy work, or imbued with a feeling that they are being used as a front, is as great a potential liability to the success of a program as were they not involved at all in the first instance. Similarly, if the recommendations of a faculty committee are subverted, there results a feeling of frustration and negativism which if nothing else, produces an

apathy detrimental to the program. Again, less than desired or expected outcomes from their participation in the program can produce an attitude in faculty ranks that the student personnel program is not in the main current of institutional life and purposes.

The wise student personnel administrator also knows that faculty participation, at the central focus of program operation, becomes an instructional and interpretation device, of first rank importance, in making converts to the importance of student personnel work. Where satisfactions come to the faculty from their participation, there also comes an enthusiasm for the program which cannot be bought or otherwise effected.

The experienced student personnel administrator recognizes that a basic problem at all times is how to involve and interest faculty in student personnel concerns because of their preoccupation with matters more closely related to their chosen field of primary interest. He knows, however, in the final analysis, that program support and ownership can come only from meaningful identification with its operation.

5. The academic faculty will also expect that the student personnel administrator will be alert to see that the student personnel program does not become an end in and of itself apart from the primary purpose of the institution. It is in this concern that many faculty vexations appear.

The student activities program where, many times, there is little relationship between the activities conducted and the high-sounding phrases extolling the educational outcomes of student activity, is frequently suspect and dealt carping criticism. The intrusion of student activity participation in unjustifiable amount upon the time of the student is equally criticized, and many times rightfully. Student employment with insufficient regard for the student's scholastic success, or once again, the intrusion upon study time is a source of vexation. The request for records and information which in the faculty mind results in little tangible benefit to them or the instructional process, but recognition to some student personnel office breeds stubborn resentment. The so-called faculty-student group adviser who finds his primary expected function that of policing a student group, becomes quickly disenchanted and critical. Student newspapers whose publication is seemingly more concerned with the fact of issuance rather than the application of sound journalistic practices, contribute to a distrust of the validity of our claims of sound informal education. The student who is given short shrift

in a counseling office, where much more was expected, adds to the feeling of misgiving about the program.

An unbiased objective appraisal of the sometimes present active resistance to student personnel programs will find its root in faculty displeasure with some of the foregoing or their counterparts. The reaction gives vent to a depreciation of student personnel program association with vital institutional effort.

Put another way, we have claimed much for student personnel values and to the end that the student personnel administrator sanctions activity for activity's sake, organization for organization's sake, procedure for procedure's sake, under the banner of student personnel, there will be less than healthy acceptance. There will, indeed, be the assertion that that student personnel work becomes an insulated, self-perpetuating, expendable activity.

Thus far I have spoken about relationships with the teaching faculty in general as well as generalizations concerning the relationships. The student personnel administrator who would be a leader, having humbled himself as a servant to the learning process, has at his command great opportunities to make himself the valued partner of the individual faculty member. The master teachers of all times have, in addition to great sensitivities to the learning process, had great sensitivities to what in essence are student personnel concerns. Such a teacher has always had essential humility and has in innumerable instances, felt an inadequacy and a helplessness to render the assistance needed or to provide a proper answer in behalf of the student of his concern. He has always welcomed, and always will, the friendly ally and the supporting co-worker. Here is where the ultimate relationships of the academic and student personnel can be inseparably united.

Perhaps best, the student personnel administrator should seek to view his work through the eyes of his conscientious academic colleague.

The able conscientious faculty member wishes to know as much about his students as possible -- can the student personnel administrator help him? He wishes to know individual student potential -- comparative performance norms of his students with others. He wishes remedial assistance for those beyond his immediate help, that his teaching may be more effective.

Can he turn to you? He is concerned about the confused value thinking and attitudes of John Jones -- have you something

to offer? Mary Smith seems chronically tired, perhaps ill -- can he find an answer and help? Brown is going to have to drop school because of finances. He's an able student -- what can be done for him? If his students could be encouraged to organize to explore, on their own, matters related to his subject matter through a student organization, will you help him get underway in a manner about which students will be enthused? He says I know very little about how to get this kind of thing done. Joan is worried about her parents. Some of his students are in the wrong vocational field and they're floundering. The Tau Betas would like him as a sponsor -- what really could he do for them? He's afraid two of his good boys are going to get into trouble, they're with the wrong crowd. Max and Susie wanted to get married but they're worried about their different religions. Ned ought to get a scholarship and be encouraged on to graduate school. A colleague of his is getting too friendly with one of his students. The disciplinary board is getting a bum steer, he's got the right answer in confidence.

He's interested and concerned with these and a hundred other similar problems because he likes people, but also because he will be more effective in his classroom if these matters can be attended to - if the highway to his classroom teaching can have the debris and impediments removed.

I have a feeling borne out of my own experiences that many a member of the teaching faculty has felt isolated from student personnel resources, and help for his students, because the student personnel administrator has never made the program a vital living thing to him. As I look back upon teachers, who, in my judgment were doing a top job using the university personnel resources, I recognize people whom I had touched personally at the luncheon table, over a coke, sometimes through a formal office visit, or resulting from the spontaneous contacts which come about when I left my desk and went afield with an activity. They were also those whom my staff had reached in similar fashion. Those faculty members I had appraised as "hopeless" I now recognize were people who had not been so touched. I also recognize that I also made the classic mistake of most student personnel administrators of spending too much time with the "problem" faculty member who always found fault with the program or the solution of a problem and who probably needed the help of a psychiatrist more than any of my wisdom. In so doing, I wasted time which could have been better used with reaching those I had neglected.

But, fundamentally, what I want to say is that student personnel relationships with teaching faculty are cemented as we

help them, as we become a part of their effort, and not by preaching that they ought to become a part of our effort.

A not uncommon reaction of teaching faculty as we try to gain their assistance in student personnel activities is that there is little tangible evidence of appreciation of their efforts by those who officially appraise their usefulness. There is much of truth in what they say. The adviser to a student organization, the member of any one of several busy student personnel committees, the chaperone of social activities, etc., etc., put in endless hours of work above other duties. Too frequently, the material rewards of recognition go to their colleagues who are doing research, or writing a book. Too frequently, too, there is every evidence that the student personnel administrator was asleep at the switch of gratefulness or was not creative in seeing that recognition could be prodded in the right spots. Not unheard of is the situation where the student personnel administrator or his staff take the limelight of credit to the exclusion of the recognition of faculty who have participated to make the venture a success. The student personnel administrator will strengthen faculty ties for himself and for his program if he:

- (a) says thank you, personally and in writing to his teaching faculty colleague for the work he has done,
- (b) pens a note to his dean, or to the president, or for the official faculty personnel folder that the teaching faculty colleague had rendered valued service to the college and citing chapter and verse as to the how, when, where and why.
- (c) Lends a strong voice of support to the thesis that recognitions such as salary increases and promotions for faculty include, in existing criteria, distinctive service in the student personnel program of the institution.

The faculty member who is recognized and who is appreciated by the student personnel administrator or, who gains such as a result of his intercession, becomes the stronger and more enthusiastic participant and supporter of the program. Allies to the student personnel program are earned.

Finally, the student personnel administrator will strengthen his relationship with teaching faculty colleagues, and thus his own program, if he will with genuine interest and understanding, become thoroughly informed and helpful on issues of prime concern in the instructional area and unrelated matters.

Good working relationships are not one-way streets.

The student personnel administrator who is exclusively preoccupied with soliciting attention and help for his program in near selfish demeanor, is short-sighted and contributes to less desirable working relationships.

Frequently, because a student personnel administrator is too self-centered in his work, and evidences little or no interest with instructional issues of import, he is written off by the more narrow-minded and classic-oriented teacher group as "not being an educator -- but merely an administrator of peripheral matters."

The student personnel administrator should strive to earn identification as an "educator" in the fullest sense of the word -- which, bluntly put, means that he had better broaden his horizons of interest, knowledge and understanding, to a point of greater kinship with the life of his teaching faculty colleagues. The student personnel administrator who can discuss with obvious enlightenment and interest the current instructional problems of the teaching faculty, identifies himself as an ally of the instructional process. The student personnel administrator who uses his position as a vantage point to aid in the solution of current problems of instructional improvement, earns the valued designation of co-worker with the classroom teacher.

It is when the student personnel administrator helps his teaching colleague, and the teaching colleague helps the student personnel administrator, each to make the other's work more effective, with mutual understanding and respect, that we reach the common ground for united effort upon which great educational attainments can be built within an institution.

"Whosoever among you would become a leader, first humble yourself and become a servant" -- then you will become a friend -- then you will become a sought-out, wellspring of assistance -- then you will become a comrad in arms of things educational -- then prospective great educational achievements and how they can be facilitated will replace the concern for "relationships" of one educator with another. (Prolonged applause)

CHAIRMAN DUSHANE: I think, Vic, the applause indicates what we think of what you have said so far, and now for a while, questions from the floor, suggestions, discussion, argument, bones to pick.

PRESIDENT SPATHELF: It is hot, Don. (Laughter)

CHAIRMAN DUSHANE: Any hands? Well, Vic, I understand

how this is, and it is not solely that it is hot. I was thinking as you were going through this, how true, how well said, how easily forgotten. Then I remembered all of a sudden a story I heard about twenty years ago when Franklin Roosevelt was in the White House. It seems that one evening when things were pretty busy, he was carrying on some of his conferences at home, in the parlor, with his wife sitting over in the corner -- for once (laughter) -- knitting. (Laughter) And a man came in -- I am sure you have not all heard this one. It is too old for that. (Laughter) A man came in and argued persuasively and vocally and at some length in favor of a measure then before Congress, and the President nodded his head, "Yes, unhuh, I see, unhuh. You know that is right, yes, you are right."

The man, very pleased, went out. The next caller was on the opposite side of the same issue, equally persuasive apparently, because the President nodded to show he got the drift. By and by he was saying, "Yes, unhuh, unhuh. I see. It is a good point. Well you know, you are right." He left, equally happy.

And Mrs. Roosevelt looked over at her husband and said, "But, Franklin, the first man was on one side and the second man on the other side, and you told each one of them he was right. I don't see how this can be."

Franklin said, "Unhuh, you know you are absolutely right, Eleanor." (Laughter)

Well you know, Vic, I think that what you said was so absolutely right that I will take the response Franklin Roosevelt made, "You are absolutely right."

At our session with Professor Learned, in C-Group on Saturday, at one point he said, "You know there are so many things we have learned that we have not put in print. We know so much more from the study of cases, and the development of principles that has never been put in writing." I think we have gotten a good deal of this kind of information here this afternoon.

In the review I made a few months back of the proceedings since 1949, and in Fred Turner's review prior to his presidential address of the other night, we found speeches like that of Chester Barnard at Williamsburg, to which I referred a year ago in my address, presentations likd Dana Farnsworth at Colorado Springs. These are speeches that I find myself going back in the proceedings to review every now and then.

Vic, Past President and still one of us, there are going to be deans of students for years to come going back in the proceedings to remind themselves of the truths Vic Spathelf spoke here at Harvard in 1959.

PRESIDENT TURNER: Don, I would like to ask Vic, what can he suggest to us on this whole matter of committee work that is getting so difficult to recruit faculty people to work on committees and so much work has to be done by faculty people, helping out on the committees. Yet I find over and over the same people being used and willing to do it, and getting no recognition; and some willing to do it, but no good at it. Can you give us any light on that?

PRESIDENT SPATHELF: I do not know that I have a specific answer that is a panacea, Fred. I think we have to take several things into perspective. In the normal on-going concern of a college operation it may be assumed that the faculty should be involved, as I have said, over and above that which is their own work, as a result of their primary preoccupation with a total learning process. This may be expected at the outset.

Now, this thing has gotten all confused over the years. It got confused a number of years back as we got all enthusiastic about the democratic process and consequently, in addition to the faculty committees that were normally constituted as a result of a healthy on-going concern, we had a plethora of committees formulated to indicate that we were very democratic in the way we ran institutions, and I think the net result was that we had a lot more committees and not much else.

It is also true that I think sometimes administrators have wished everything on a faculty committee because they never hung a committee, and this was a way to get out of some work.

What I really think we need is to have an honest-to-goodness institutional analysis from the President's office on down that is akin to the war time slogan that used to be hung around different places, "Is this trip necessary?" In other words, is this kind of faculty or committee operation necessary? If it is honestly done, I think this will tend to weed out an awful lot that is presently being done that is pretty meaningless, in my judgment, and time consuming.

Then I think at the outset we need to forthrightly recognize, in central administration, that certain kinds of these responsibilities, in varying amounts, need to be recognized through a release of time or other compensatory type of recognition. We

do this on purely academic matters. A faculty member who is a member of the graduate council, for example, and spends a lot of time gets a reduction in teaching load. Now we do not have dozens of graduate councils. The fact of the matter is if this thing gets boiled down to where the essential elements are involved, I think a very strong case could be made for a release of teaching load or some other recognition. It cannot, however, in my judgment, on the basis that we are presently operating in most institutions, where there are just so many committees, they are taking so much time, they are not of the consequence that a central administration is going to recognize them to release time, and there are far too many and time-taking number, to be ignored.

I do not know whether I have answered your question, but I think that is pretty fundamental at this point.

CHAIRMAN DUSHANE: You got a good answer to that one. Any more questions?

DEAN BALDWIN: Do you have any ideas on the personnel administrator doing teaching, at the same time, and I have talked to one or two who have said that they have had to give up their teaching because they realize that after about two weeks they had not yet had a chance to correct examinations they had given their class.

PRESIDENT SPATHELF: You know, this is one of these dreams that I think everybody, from a student personnel administrator to a president, dreams, particularly when he has had a full belly and a good night's rest. It is pretty much impractical it seems to me. If the total responsibility is recognized, the job of a student personnel administrator is a full time job. It is a 24-hour job. I do not believe that it is sound or desirable for a person to do an important job on a part time basis with either.

I think that the student personnel administrator who would like to teach ought to do so by officially taking time off -- a summer off, or a quarter off, or a semester off, or whatever it may be -- to teach and to teach full time. I think this would be good.

I tried this for a number of years, Ted, when I was in public school work. I always thought it would be a wonderful idea if a principal could teach one course. What happened to those kids shouldn't happen to a dog in Toledo on a rainy night, because whenever there was a problem that was blowing up in my

office, that one came first and not the kids. It was neither fair to the students nor was it fair to myself, who was trying to do a job of teaching, because there were frustrations in both sides. I think this is one of these fixes that we had just better get off.

CHAIRMAN DUSHANE: Any more questions? It is now approaching two-thirty, and I have already given my peroration, Vic, about our looking back in years to come about the 1959 proceedings. It will not do any harm anyway to underline it, or underscore it once again. Vic, we are grateful to you.

PRESIDENT SPATHELF: My pleasure. (Applause)

... The Group Discussion Session recessed at twenty-five o'clock ...

ANNUAL BANQUET SESSION

Tuesday Evening, June 30, 1959

The Annual Banquet Session convened at seven-twenty o'clock, President Turner presiding.

PRESIDENT TURNER: Will you rise please for the invocation. This will be given by Dean Francis McManus of Boston College, one of our good members.

DEAN FRANCIS B. McMANUS, S. J. (Boston College): Almighty and everlasting God, Father and Teacher of youth, grant us throughout the coming year wisdom, understanding and largeness of heart, exceeding much. Inflame our hearts with Thy charity, meekness, and mildness that we may ever be mindful that those with whom we deal and those whom we govern as well as counsel were created to Your image and likeness. Bless us, O Lord, in these, Thy gifts, which we are about to receive in Thy bounty, through Christ, our Lord. Amen.

... Dinner was served ...

PRESIDENT TURNER: Ladies and Gentlemen: I was very fearful that the scraping of that chair I just heard was a Bronx cheer, but I am sure now that it was just the scraping of a chair and there is no damage done.

At this time I will turn the meeting over to Fred Weaver who will be our Toastmaster for the occasion. "Shorty" Nowotny is here, and I do not know just who else -- I believe Bob Bishop -- but a few more of us were at a meeting at Albuquerque in 1940, and that was the first time we saw Fred Weaver. Don DuShane was there, weren't you, Don? And there were not very many more who are here tonight who were there. Fred was there by mistake. Fred turned up as a substitute for Francis Bradshaw, and Francis had prepared a paper that was an outstanding paper, except that Fred read it so much better than Francis could have done so that it was the general consensus of the people there that this boy was going places; and he has.

At this time I would like to introduce to you Fred Weaver, who has been with us for nearly twenty years and is the new Vice President, and is the Dean of Students at the University of North Carolina. Fred Weaver. (Applause)

TOASTMASTER FRED H. WEAVER (University of South Carolina): Thank you, Fred. Ladies and Gentlemen: I have just received a rather disturbing piece of intelligence. You know, before we came here, the Harvard Business School had been host to a meeting

of university presidents, college presidents; and before that a succession of executive training programs for various industrial groups; and before that the students were here. John Hocutt said last night in a meeting that in trying to balance the books with Harvard he had discovered that the per capita consumption of liquor had topped all previous records with this group. (Laughter)

I suppose something that David Riesman said to me after the session which he addressed the other day is pertinent to this. He said he had been invited to speak to the seminars for the college presidents, and also for the academic deans who had been here before us, and he thought after two or three hours with us that this was perhaps the best group that he had seen. "We," he said, "were the most human, in any case." (Laughter) My own theory about this, John, is that it is because the wives and children were here. (Laughter) It just shows you what will happen when you get things all mixed up on a trip away from home.

We have, in North Carolina, just completed our biennial battle with the legislature. We fared pretty well, but in the process nobody in the university administration had time to do anything except go out and address alumni or Rotary Clubs, or Kiwinis Clubs, or members of the General Assembly. Any little effort that we thought would promote the cause of the university in the estimate of our representatives received top priority. I was in Greensboro one day, walking down the street, my mind heavily burdened with the cares of one who hopes to make a good impression, when I met an alumnus, the father of a son who is now a student at Chapel Hill. He hailed me and said, "By the way, I just want to let you know, Fred, that sending my boy down to Chapel Hill was a terrible mistake." I did not think that was a very good start, this man being one of our real stalwarts in Greensboro.

I said, "Gee, do you mean that? I am sorry. What is the trouble?" He said, "Well, all I know is that every time I get a letter from him he is asking for money. I think he spends about \$200 on board every month. He hadn't been down there six weeks before he joined a fraternity. They tell me he sleeps all morning, gets up in the afternoon just in time for the afternoon show. (Laughter) I asked him about the library and he had not even been in there. On a cold day he swims in the indoor pool, and on a warm day he swims in the outdoor pool. He has a date about four nights a week. He has a car and he comes home on weekends. It was a terrible mistake."

I said, "Well, I really am sorry to hear about that."

"The worst mistake I ever made," he said. "I should have gone myself." (Laughter)

Our people are not ashamed of the reputation Chapel Hill has for being a country club. (Laughter) We take pride in it as a matter of fact, and our theory is that it is a matter of envy. Beautiful girls, vigorous young men, a lovely campus, and the temptations of southern, luxuriant weather. We are not ashamed of it.

I was invited about six years ago, quite unexpectedly, by the Carnegie Corporation to travel around the country and visit other colleges and universities with a view to studying the administration of student life at these institutions. I say it was unexpected because I was in my office one day when the provost telephoned me and asked me if I would come down to see him. I did. And there was the provost, and Charles Dollard, then President of the Carnegie Corporation, and John Gardner, then Vice President, now President. Logan Wilson, who was the provost, asked me if I would like to take a trip around the United States for about six months, expenses paid.

Well, I picked myself up off the floor, and I said, "Yes." He said, "Well, Mr. Dollard and Mr. Gardner have arranged it with Gordon Grey," President at that time, "and you have a leave of absence. Go ahead and make your plans." That was fine, except it suddenly occurred to me, for some strange reason I had lost sight of the fact that I had just been married about three weeks. (Laughter) I wondered how that would go at home. But research, you know, scholarship, foundation grant.

Before I could even say anything, Mr. Dollard spoke up and said, "Logan Wilson tells me you have just been married, and we do not want to interfere with that so we will send your wife too." A great many of my friends and colleagues here know about this because I visited them. So I made plans and got ready for this research. I could see that I had now been invited into the category of scholar, and I could see that I had the makings of a distinguished paper to be received by the Carnegie Corporation, and read by all of my colleagues, and so on.

People wonder about what deans do. Some of our visitors may wonder. I could not but be struck by what happened to me on this trip. When I reached Princeton, the dean could not see me right away. There was a mother waiting too ahead of me, and just beside us, on a sort of table, was a collection of paint brushes and paint buckets, and I began to look at the mother and look at the door, and wonder what Francis Godolphin was doing

inside. It turned out that "Frisco" Godolphin was delayed because six or seven of his boys had been down to the junction the night before with paint brushes and painted up the Pennsylvania Railroad property pretty handsomely; and one of the mothers was waiting there to convince the dean that her son was still worthy of being a Princeton man, notwithstanding this youthful vigor.

I went up to Yale and called on the dean there to find out what what on his mind. It was about that time that "Gordon Mann at Yale" had just hit the press and the dean was rather concerned about it. Furthermore, the Yale Daily News had invited Howard Fast to come down and make a speech and there was a little hassle between the dean and his associates as to whether that was a violation of academic freedom if they forbade it, or after all whether Yale could sustain this sort of risk. There had independently just been published a report by an alumni group at Yale saying they had searched the campus carefully -- this was following Gordon Mann -- and they had not found a trace of a communist. The Yale daily press said this was unworthy of any university that claimed to be a university. (Laughter)

At Harvard there had just been a cross burning. The most celebrated deviation for 300 years at that citadel of freedom and liberality. So the dean and I had a good time going about trying to unravel that one because the Boston papers, in typical fashion, had inflated this incident to a cause celebre, and nobody on the Harvard campus had any peace.

At Amherst our friend had three crises on his mind. A new president had just come and he was demanding that something be done about the drinking in fraternity houses; the students were up in arms because they were demanding the cessation of discrimination against Negro students in the housing off campus; and there was quite a row about forbidding Sunday entertainment. Where is Ted? If he is here, he will remember it did not interfere with our visit. I was right at home, and so was Ted. Amherst was in the throes of an argument between the fraternity men and the independents. The dean had to go down to a meeting the night I was there and meet with the Lord Jeffery boys and the fraternity men and see if they could straighten that one out.

At Williams there had just been a suicide. Sarah Lawrence was not getting on with the American Legion. (Laughter)

We then went West and at Utah the dean was concerned about the publication of a radical newspaper. At UCLA, that citadel of learning, the dean of men and the dean of women were in a death struggle, (laughter) for supremacy. (Laughter) What was

on the mind of the dean at Berkeley? It was the oath. You remember the oath and its pervasive, awful influence in the academic community? Everybody in California was worried about the oath. At Washington the problem was no president, and Glen Nygreen having to do all the work, straighten out the Union which had just gotten under way, unable to pay much attention to me. But, Glen, we did have a great fish fry; I remember that. I will never forget it.

But I went on, and in Minnesota we had a professor of philosophy, a Negro liberal who had just been fired, and the students were giving the administration a hard time about that. At Michigan the first wave of panty raids had swept through that wonderful institution where the house plan would make you think that there could not occur such a thing.

At Chicago, of all places, they were worried about an uprising among the fraternity men; fraternities were coming back to life, and Bob Strozier had to give it his attention. Wisconsin had just abolished a conference or forbidden a conference on peace, freedom, and equality because it had communist backing, and the May Queen had been kidnapped. (Laughter)

When we reached Colorado all was quiet and serene. It was the Easter Holiday; the students had gone home. (Laughter) We returned to Chapel Hill and I was at home thinking about this trip and what a wonderful experience it had been, thinking about something my own chancellor had said about college. He said, "A university is a place populated by the finest people on earth, but where hell can break loose any minute." And I thought to myself, "And when it does, what does the president do? He calls the Dean of Students."

Well, the telephone rang. "Fred, have you heard that noise down there around the quadrangle?" (Laughter) I knew what it meant.

We hear all sorts of descriptions of what a Dean of Students does. We all know that this is a conspicuous but not necessarily essential part of it. It is our trademark. We hear all sorts of definitions of Deans. It is not often you hear a very polite one. But Dean Frederick Koeppe, who is one of the great Deans, of Columbia College, once said this: "The point of contact between the institution as an institution and its human membership, often between administrative literalists and common sense, is the Dean." This is a lofty definition.

And common sense tells me that I have said about enough on this subject.

I want to introduce the people who are seated here at the head table because I suppose you cannot get through a banquet without doing it. (Laughter)

... Introduction of Officers and Guests in attendance, and presentation of gift to Mrs. John E. Hocutt ...

TOASTMASTER WEAVER: There is an individual of not inconsiderable cheek associated with the Harvard Business School by the name of Thomas Raymond. Unfortunately he is not here to hear what I have to say, but when we first arrived and were receiving our instructions about the Case Method, our educational adviser, one Raymond, in violation of all the canons of the Harvard Business School began to treat us with what I considered rather rude inhospitality. In his first remarks he had the nerve to say that this parsimonious, niggardly outfit had the benefit of his educational counsel without so much as an adequate honorarium. He stated that at a time when his principal need was a new automobile we had given him only sufficient funds to make a part payment on a rear view mirror which he had procured. (Laughter)

Not only that, he had the gall to say that the mirror was rusty. (Laughter) Well, John Hocutt, unfailing, unerring in his duties, has procured for Raymond one can of aluminum paint, (laughter) which I would like to have delivered to him by Chaffee Hall.

DIRECTOR HALL: I would love to. Thank you. (Applause)

TOASTMASTER WEAVER: I would like, at this time, to ask Chaffee if he will to return to this spot and offer a resolution which I believe he has to present.

DIRECTOR HALL: I am honored this evening to have the opportunity to speak to the members of this Association about a man who is a close friend to us all. His career has been devoted to the welfare of young men and women of the college generation. Tonight at midnight, when the campanile bell rings the hour, Dean Hurford E. Stone will become Dean Emeritus at the University of California. The students at Berkeley lose a patient counselor and a staunch friend, but the city of Berkely acquires a loyal servant and advisor, for Dean Stone will now take his place on the City Council there.

Dean Stone was born in Monroe County, Iowa, in May, 1892. He received his A.B. degree from Simpson College in 1916; His Master's degree from Iowa State College in 1928; and the Ph.D.

from the University of Southern California in 1935. However, on February 3, 1919 occurred the most important and certainly the most fortunate event of his life, for it was on that day that he married Mary Alice Sampson. It is said that behind every strong and successful man is a gracious lady. This surely is true of Mrs. Stone who has been the Dean's partner throughout his career.

I have spoken of Dean Stone's service to the young. I must mention also his service to his country, in both World War I, and the Second World War. He today holds the rank of Captain in the U.S. Naval Reserve.

When we think of the kindly counselor who can also be the just disciplinarian, we think of one who is patient with youth, and who himself retains the viewpoint of youth tempered with the wisdom of maturity. We think of the effective administrator. We think of the man concerned with the development of his profession and with the personal and professional growth of his subordinates. Such a man is Dean Stone. Not only the University of California, first at Los Angeles, and since 1939 at Berkeley, but this Association as well has benefitted from Dean Stone's wisdom, and we hope that his retirement from the Dean's office does not mean the retirement from active duty with NASPA.

BE IT THEREFORE RESOLVED: That the members of the National Association of Student Personnel Administrators, gathered together in Boston, Massachusetts on June 30, 1959, do hereby express to Hurford and Mary Stone their gratitude for the years of service, their respect for a couple who express the high ideals of our profession, and their affection and friendship. (Prolonged applause as the audience arose)

I wonder now if I might say one more thing this evening. I did not mention, I think, that Dean Stone, as a member of the Berkeley City Council, has been forced to miss his first meeting. Now it is a custom in the West -- and as a Westerner I am very familiar with this -- to remunerate people, be it ever so modestly, for their rendering of services of this kind -- jury duty, City Council duty, and so on -- with silver dollars. Dean Stone, had he been present at the meeting recently would have been awarded 12 silver dollars. NASPA could not let him go home with less than this, so we are now presenting him with 12 silver dollars.

... Applause as the twelve silver dollars were presented to Dean Stone ...

TOASTMASTER WEAVER: One son of the Golden West to

another. Thank you, Chaffee.

When President Roosevelt first went into office, he very soon began to attract a group of outstandingly brilliant, young men to assist him with administrative duties. Those of us who were reading the papers in those days will recall that it was said that the one qualification most desired in these administrative assistants was a passion for anonymity. To bring you a speaker for this evening, we have reached back into a region of anonymity far more enveloping than any which ever afflicted an assistant to F.D.R.

Such circumstances make it rather difficult for one to introduce such a speaker, as you can imagine; but I may say that out of these private recesses we have brought forward a robust, public servant and guardian of the public interest. His name is Lyman Kirkpatrick. He was born in Rochester, New York; educated in the public schools of Rochester, Deerfield Academy, and Princeton University. At Princeton he was a member of the football team; and he said earlier this evening that the only knowledge that he had had of Harvard in an official way prior to this time, was on the gridiron when he opposed the Harvard team.

After Mr. Kirkpatrick finished college, he went to Europe. He came back looking for a job, this being 1938, and was attracted to the enterprises of Mr. David Lawrence, whose agency which he was interested in at that time was the Bureau of Public Affairs. Shortly thereafter, Mr. Kirkpatrick went to work with the Office of the Coordinator of Information under the direction of Colonel "Wild Bill" Donovan. Thence he went into the O.S.S., the Office of Strategic Services.

From the beginning of the war, Mr. Kirkpatrick experienced a truly remarkable military career. With a little training he was dispatched to England, was early associated with the 1st Armored Detachment under General Bradley; was in the group which made the Normandy landing. When General Bradley was put in charge of the 12th Army, Mr. Kirkpatrick was attached to General Bradley as G-2, Intelligence Officer, and given the rather modest task of keeping General Bradley accurately informed of just what the Germans were doing every hour of every day.

His performance in these assignments resulted in decorations too numerous to mention, but I think it appropriate to say that they included the Legion of Honor, the Bronze Star Medal, the French croix de guerre, the Belgian croix de guerre, and other badges of heroism, intrepidity, and brilliant military intelligence.

At the end of the war, he was engaged in using his editorial capacities in writing up the history, in effect, in its more obscure details, of the destruction of German defenses. He came back to this country prepared to be transferred to the China, Burma, India theater, but the termination of the war in that theater terminated his plans in that regard. After being engaged for sometime in writing up final reports of military activities, he decided to go back to David Lawrence's publications. At that time he was publishing a world report. But shortly thereafter he was again attracted to intelligence, where he again resumed work with the Central Intelligence Agency.

He has risen in the ranks to the position -- a rather bewitching title, I think -- of Inspector General, which translated means that he apprizes the Director of Central Intelligence accurately and constantly on the reports of his surveillance of the entire program of that agency.

So much for his experience. One may wonder whether this qualifies him to speak to the august body of the Dean's of Students. On that point, I can only say that I have heard this man speak under the most gripping and impressionable circumstances, and I can say of him on the basis of having heard him that wherever his obscure duties may take him, into whatever dark corners and recesses of public service, he carries with him a mind of such incandescence, of such quality, that he certainly would illuminate not only his immediate surroundings, but the country which he serves.

I am very glad to introduce Mr. Lyman Kirkpatrick, Inspector General of the Central Intelligence Agency. (Applause)

MR. LYMAN KIRKPATRICK (Assistant Director and Inspector General, Central Intelligence Agency): Thank you, Dean Weaver. Dean Turner, Ladies and Gentlemen: It is a great privilege to be asked to speak to this Association tonight. I have had the pleasure of meeting some of you personally, and I hope in the future to be able to meet more, if not all, of you. We have one very important interest in common, and that is our interest in the students who are coming forth from your colleges and universities.

I would like to say at the start, however, that perhaps those of us in the government look a little in awe at the academic world. I feel somewhat remote from your problems. I was very interested in Dean Weaver's description of his trip around the country. That reminded me a little bit of my first return to my alma mater after more years than I would care to admit of absence.

Jerry Finch and Bill Lippincott -- Bill, I am sure, many of you know -- were more than cordial. At the end of a program, which included talking to some students about careers in the Intelligence Service, we went to Jerry Finch's for dinner, and there was a large group there, including some of my old friends whom I had known many years before. It was a most engrossing evening. Fortunately, from my point of view, the evening was spent quite largely discussing some of the problems of Princeton -- the problem of the new quadrangle, the problem of the new engineering school, the problem of the location of the new athletic facilities, and so on, and so on; and the various controversies on the campus; about how they should be located, and whether they should have Gothic architecture, or whatever it might be.

I might add, it was a very encouraging evening because I commented to them as we broke up, "This is very helpful for somebody from the government to see and realize that we are not always engrossed in such problems, but that other have it too."

The subject which I think would interest you most tonight to talk about is the subject of Central Intelligence and what it means. Some of you, I know, are directly interested in our Intelligence Services and what they are doing for the country. I know all of you are interested in the government. And if I should have to have a title for what I want to say, it would be "An Intelligence Career and the National Security."

I recognize that intelligence is often cloaked in other than the appropriate garb, and that most often, people associate cloak and dagger with intelligence work. I hope that before I finish tonight I can clarify this, because I can assure you that the basic part of intelligence is intensive research and analysis, and not individuals skulking around behind bushes or behind trees, or stealing papers out of cabinet ministers' files. That may well enter into it, but it is not the important part of intelligence, nor the largest part of intelligence.

I was interested in reading two different comments made to graduating classes this June. One was made by Bishop John J. Wright of Pittsburgh to the graduating class of Georgetown University in Washington. Bishop Wright said to the commencement: "I hope that you young men and women will find a little time for leisure, will have a saving sense of humor, and will acquire that perspective necessary to choose between grim extremes."

The other commencement address was by President Eisenhower to the Senior Officers' Course of the Foreign Service Institute of the Department of State. This is, in effect, the

diplomatic national war college. The President deplored the fact that government officials had so little time to think, and said that he hoped before his term was completed to propose something to Congress on this subject.

To my mind, these two statements may well describe the plight, if you will, of the government official in Washington. The world situation is all engrossing. It leaves little time to think, and little time for that perspective which Bishop Wright urged. It is a matter which unfortunate as it may be occupies the bulk of the time of all of our officials engaged in foreign relations or any aspect thereof.

I think the best way to focus the problem that the people in my profession -- if we can dignify it by that term -- and the other young men and women entering the federal service will face in the world of the future is to take four illustrations of the challenges facing this country today.

The first and probably most engrossing illustration is that of the problem of international communism. International communism is not a political movement. It is a specific program organized and directed by the communist party of the Soviet Union with one objective in mind: The overthrow of every other government of the world, including our own United States, and the substitution therefor of a communist dictatorship. Its program is implemented by a hard core of extremely skilled, well-trained cadre of activists. There are few, if any, amateurs amongst this group, although they do attract amateurs around the periphery; and they are active in every country in the world where they think they have any possibility of success.

This is problem one that we are facing at the present time, and I would point out as, I trust, a reasonably good intelligence officer, that we cannot become overly engrossed with international communism, per se, because I personally am convinced it is a wave of the past, albeit a dangerous wave, and still it is one that we must cope with on all different fronts of the world.

But there is a second problem that engrosses many of us in the foreign relations of the United States, and that is the increasing desire of the peoples of the world for a better way of living. This is closely tied to international communism because the communists are adept in identifying their interests with the interests of others; and here, unfortunately, the aspiring peoples may not recognize the subtlety of the techniques used, and

at the turning of the road they may take the wrong fork which leads to communist dictatorship rather than to national interest.

The third, and certainly one of the important aspects of the world problems that we must recognize today is the desire of the world to be free of fear. This affects the United States in a dual way. The peoples of the world look upon this country to lead them from the valley of fear into the pasture lands of peace; and this grave responsibility rests heavily upon the men of conscience in this government who have the interests of humanity at heart.

But the other aspect of this is the fact that fear often weakens resolution, and weakness of resolution in turn may lead to neutrality; and neutrality in turn leads to an uncommitted area which becomes a prime target for the Soviets to operate against. So it involves us very, very deeply in this particular area.

Now, the fourth area of world interest which is becoming increasingly important is the demands for freedom and self-determination among many of the areas of the world. This demand we should recognize is not always based upon intelligence or upon their ability to be able to handle freedom, whether it is from the point of view of having a sufficient number of well-educated people to take over the government, or experience in government itself, or an economy that can be independent. The aspiration itself does not always stand in accord with their ability to carry it out.

These are just some of the challenges facing the young men and women who may desire to enter the government in the future. What is its relation to the Intelligence Service? It has a very direct relationship.

On the Intelligence Service of the United States government rests the very grave responsibility of keeping the policy makers of our country better informed than the policy makers of any other country in the world. Herein, I might say, lies the major clue to the future peace of the world, because I, for one, am convinced that as long as we are well informed and know particularly what the elements in the world that are not favorable to the United States wish to do, we can then guide our path accordingly and perhaps lead the world in the paths of peace.

But what I want to tell you about tonight is what we are looking for in those young men and women who may be interested

in a career in intelligence. Let us start first with some of the qualities that we desire.

We are very often asked the question, particularly when we visit various college campuses, "What courses should I take if I want to go into intelligence work?" The answer is: We will not tell them what courses we want them to take. We want well educated men and women. Here again I might add that the deeper and the broader the width of the basic knowledge, the better prepared these men and women are for the future work that they will have to engage in. Let me use just a few illustrations.

We think it exceedingly important that our people have a fundamental understanding of the histories of the great nations and the great races on this earth, and not strictly be totally wrapped up in the western culture, so-called. As I am sure you have all recognized, in recent years we have found a tremendous shallowness, shall we say, of our basic assets in the field of Slavic culture and Slavic history, and the intensification of the studies in this field, I am sure, are very familiar to all of you.

We see an awakening of the various countries in Africa. Some of these cultures go way back in history, yet the number of students in this country of this area is unfortunately very limited, and we may find ourselves in a position of competing with the colleges and universities for the individuals with these skills.

So first and foremost, we would say, we want the good students, the students who have gone into the great historical cultures to the depths. Secondly, we are interested in the individual who is interested in people, and people is human beings; who has a desire to know their aspirations, their motivations, and generally why they act as they do.

I should add here, of course, that I am describing one type of individual who may like to deal with people, but obviously we are equally interested in the individual who likes to deal with facts. There are two different careers in our work for these different types of individuals.

Third: We feel that the people who are heading toward intelligence as a career should literally be just starting upon their learning. We plan to add a little bit of our type of education to what they have already received in a training system which I will describe to you a little more fully later. But we feel it most important that they have an eagerness to learn and a

desire to find out about the peoples with whom they come in contact during the rest of their active careers.

And fourth: We have a great need for specialists. My first three areas I have described are mainly what one might describe as generalists, but the fourth large area is the specialist. Intelligence work is not strictly limited to research and analysis, or to collection of information, but it covers almost the entire spectrum of human endeavor. We need mathematicians, we need scientists, we need anthropologists, and we need many specialists. Of course, obviously, we need linguistic specialists above all because I can assure you that there are few more futile efforts than to try to find out what really is behind a Tibetan's activity than the inability to speak to the Tibetan in his own language and perhaps have to rely upon an Indian to translate for you. I do not think I need point out that the knowledge of the Tibetan language in this country is not a great one. So there is a great need for specialists.

Finally, I would make this point: We are looking for quality. We have a small service by comparison with some of the other federal departments and agencies. We will always have a small service. In the first place, intelligence work is not something that can be done on a grandiose scale; and in the second place, the United States Congress would not ever want us to be much larger, nor do I think it would be consistent with the most efficient accomplishment of our job. So it will be a small service.

Now, with these generalities as to the type of person we are looking for, what is the Intelligence Service of the United States, and why should anyone go to work for the Central Intelligence Agency?

I should simply say here that I recognize that a career in the government is one that interests many of the younger men and women of this country, but they have certain questions about it. Some of these have been addressed to me when I have talked to the students, and I would simply like to mention them here. Question one is usually "How about politics? How much do we get into politics?" The answer to that is that politics literally affects a very, very small percentage of the federal government; perhaps the most obvious percentage because they are usually the ones who are in the news. But basically, the career system of the federal government is not too deeply affected by politics or by the quadrennial changes in Washington. And I might add here that we are exceptionally free as an organization, which is a tribute to the feeling that the Congress in particular has for our type of work.

The second question that young men and women ask is "What about bureaucracy?" And here again, I am sure they are using it in the appropriate sense, which is rules, regulations, red tape, etc. We try to remain as free from bureaucracy as we possibly can. We have been given exceptional powers and authorizations by the Congress for the conduct of our work. We endeavor to conduct ourselves, to handle our money and our personnel, in accord with the rest of the federal government in all instances where it is possible, and we also try to remain as free from bureaucracy as we possibly can. I think the youngsters feel this may be a terribly inhibiting aspect to their future work, but I would simply like to say, after some nearly seventeen years in the government, that although some career officials have not met a payroll, they are all, I think, equally conscious of the taxpayers' dollar, being taxpayers themselves, and are economy minded as much as possible.

Furthermore, having been in private business for a period, I think I can quite honestly say, without any aspersions on my former boss, that you run into as many inhibitions in private industry as you do in government.

Finally, of course, they say, "What about a salary?" Well, it is true that federal salaries are not munificent to a great extreme, but they generally follow the rise of the cost of living, and I believe that we can honestly say that our average employee will live as well as his compatriot in private industry, in the academic world, or elsewhere, just as long as he does not aspire to drive Cadillacs and have swimming pools, and engage in any of the other more expensive luxuries of life.

With these aside then, what is the career in the Intelligence Service? I think the best way to approach this is to tell you a little about our National Intelligence System. It had its basic origin in World War II. Prior to that time, we did have intelligence organizations, primarily in the military services. The degree of activity and the intensity of the work in these various services depended first on the world situation, but perhaps more important on the annual budget for the department. Those of you who were historians at one point would find quite fascinating the story of the ups and downs of the Intelligence Services in the various armed forces, principally the army and navy up until World War II.

It took the Second World War and a catastrophe which many of us ascribe to, not as a failure of intelligence, but a failure to put the intelligence that was available together, to awaken this country to the fact that it needed a National Intelligence Service.

My former boss, the late William J. Donovan, recognized this early in the war, and as early as 1942 sponsored a paper recommending the creation of a National Intelligence Service. Again in 1944, he prepared a very important paper which was entitled, "A World-Wide Organization for Central Intelligence." This went to President Roosevelt who urged General Donovan to see what the heads of the Cabinet, and the heads of the various security agencies would say and how they would react to this paper, and to report back. Just a week before President Roosevelt's death in 1948, General Donovan reported that he had polled the Cabinet and others, and the answers were just right across the spectrum, from on the one hand, primarily the Defense, Department of State, the Attorney General, and some others who felt that this was an absolute necessity for the future security of the country; to others who said they did not honestly see any reason for it.

In any event, the peacetime service was not created during the war. The war ended, September 18, 1945, the Office of Strategic Services was disbanded, and it was not until later that year that President Truman directed Admiral Lahey, his Chief of Staff, to get together with the Secretary of State, the Secretary of the Army, and the Secretary of the Navy, and prepare a paper, which was issued as a Presidential directive in January, 1946, establishing a Central Intelligence Group, and this was the genesis of the present Central Intelligence Agency.

A little over a year later, the Congress enacted in the National Security Act of 1947 the creation of a Central Intelligence Agency, as an independent agency in the Executive branch of the government, reporting directly to the President of the United States. In this legislation, the Congress said that the principal activities of this organization would be coordination of the intelligence services, and performing such services of common concern as were prescribed by the National Security Council.

There have been other acts which have been passed which amplified and expanded upon these basic authorities, but these are the important authorities. One of the important parts of this act was that it was very specifically stated that this new organization should not interfere in the departmental activities; which meant that Army Intelligence, Naval Intelligence, and Air Intelligence, and such intelligence activities as are conducted by the Department of State, would continue as they have in the past. This was the origin of the Central Intelligence Agency and established us under the basis which we exist today. I should add here, that a very important aspect of this was the clear delineation of responsibility between the C.I.A. and the

F.B.I., the Federal Bureau of Investigation. This is occasionally misunderstood, so I would like to point out that the F.B.I. is solely responsible for internal security in the United States, and that our organization has no responsibilities in that area within the continental limits of the United States. In other words, we are looking outside of the country, and they are looking inside the country.

I should add here that we enjoy the closest and most cordial relations with that agency and work very, very closely with them, passing such information to them as we may gather from outside the United States that might affect the internal security of the country.

Now, what does this organization do? We are responsible for what is called "national intelligence." National intelligence, in its simplest terms, is that information required by the policy makers of the government in order to make a policy decision. It is a compilation, an assemblage of all of the vital information required in order for the government to act. It is quite true that through the departmental areas, each department and agency will receive its own information; so that when the Secretary of State or the Secretary of Defense reads a national intelligence estimate he is, in effect, receiving not only his own departmental views but those of all of the intelligence agencies of the government. The national intelligence estimate is really the last word as far as what we can tell the policy makers, and they are not produced solely by the C.I.A., but produced by all of the intelligence agencies of the United States government. We act simply as the coordinator in that respect.

The way these are produced it is quite simple. We may decide that it looks troublesome in country X. Either the communist party may be becoming increasingly active; we may have reports that there is going to be an attempted coup; the army may decide to take over; or various aspects may disturb that particular relationship.

When it is decided to bring an estimate on this subject, a task force is assembled representing the Army, Navy, State, Air, and C.I.A., and the Atomic Energy will be represented if they have any particular interest in the subject. They will then be given the terms of reference, will prepare the basic drafts that will be approved by the heads of their various agencies, and after an agreement on a draft is reached it will then go to what is called the United States Intelligence Board. This is a ten man board which meets every week, and sometimes more often than once, and approves the final version of these estimates.

I do not know whether you can appreciate or not the difficulties in getting some ten different agencies together -- I might add, this number is somewhat proliferated by the fact that Defense has five representatives on it -- to agree to a common statement as to what might happen. It is a rather formidable task, and I can remember former days in the service when we used to send estimates forward with many dissents, or many variations on what would happen.

I should say here that this is not very helpful to the policy maker because it, in effect, gives him his choice of what may happen rather than a consensus of views. I am pleased to be able to say tonight that, generally speaking, nearly all of the estimates today go forward as the unanimous views of the intelligence community and give the policy maker a reasonably clear indication of what the intelligence community thinks will happen.

The other aspect of national intelligence is what you might call our daily newspaper. As you know, events in the world have an astounding rapidity in development and a crisis situation may break at three a.m. and by noon have reached an area of national emergency. We produce a daily intelligence bulletin, again produced on a complete inter-agency basis, with the primary responsibility for production resting on our shoulders; and this is sent to all of the policy makers of the government and all of the senior officials who have a direct interest, every morning. It tells them what is happening in the world and what they should be concerned about.

We are often asked, "What do the policy makers do about this?" I should stress here that we feel it most important that there be a clear delineation between intelligence and policy. We do not suggest policy. We do not try to make policy. We simply tell them what is going on in the world, and they arrive at the policy. The sole exception to this is that on occasion we may be asked by the senior officials of the government, "If the United States adopts such-and-such a policy what will the reaction be?"

Now, I would like to conclude this very brief description of intelligence in the broadest sense by pointing out one rather obvious fact. We do not know everything that is going on in every country in the world. Some of the countries of the world today are not too free with describing their activities. Unfortunately, some of these are most important to us to know what is going on. We are obviously interested in finding out what is going on in those particular countries. I think I can safely say

that we are making considerable progress in this regard. But we will never be satisfied until we not only know what is going on, but what they intend to do, because this is very basically the key to the intelligence officer.

In our lingo, there are two vital factors when you are assessing an international situation, or the future course of a given nation. They are listed as capabilities and intentions. Capabilities means the industrial might, the armed forces, the air force, the guided missiles, and so on. Intentions means, what are they going to do with them? This of course is the item that the policy makers of this nation must be aware of at all times.

We trust that we have a fairly clear indication of the intentions of most of the other nations in the world, or if not an accurate indication of the intentions, at least a way of ascertaining any hostile intentions in advance, because this is vital to the national security.

Now what about the young man or woman entering this service? To what can he aspire?

As many of you probably know, we have a career service in the central intelligence agency. This career service is based on the principle that we want the young officers, men and women alike, to stay with us for their active professional career. We feel this is important because it is going to take several years to make them good intelligence officers, regardless of how bright they may be, or what their record may be in the academic field.

This group of junior officers we select from the college and university campuses each year, both those with the upcoming B.A., B.S. degrees, those who are working toward their advanced degrees. We do not give them a test along the lines of the foreign service. We prefer to look at their records and see how they have established themselves. Then in the early part of the year, we will bring them to Washington, preferably in January, if they have indicated an interest and if their records interest us, and if they have a generally good indication of their capabilities. They will spend several days in Washington, during which time we will give them aptitude tests, assessment tests, a physical exam, and if they get through that battery, we will then ask if they are still interested, and will put in for the security clearance.

Now, the security clearance for our organization, we

think is the most intensive for any organization in the government. We are naturally interested in not just whether they are loyal, but also whether they are secure, discreet, with good living habits, and people that we can count on.

I might point out that in the battery of tests that we give them at Washington, we look for emotional stability. This is not an easy profession. It has certain very basic strains, and we want to make sure that if the young man or woman is put into a tense situation that they will be able to go through it, that they will be able to carry on. We would prefer to find this out at the start.

I do not know how many of you have gone into this field of assessment, but there is one fairly basic volume which our predecessor, my old organization, produced which is in the public domain, called "Assessment of Men." It describes the extremely intense assessment that OSS put us all through in order to find out whether we were going to crack under the strain. Not only assessment, but reassessment.

I recall that I arrived back in Washington after three years overseas, and was told that I had thirty days to see my family, and then would be leaving for the CBI theater. The first thing they said, "We want you to go up to the Congressional Country Club for an assessment."

I am afraid my comments were not particularly flattering to psychologists. I said I would go out for an assessment, but I had no intention of spending three of those precious thirty days with the psychologists. So I went out, and either I satisfied them in a very short time (because I got away in a couple of hours), or they decided that I was a hard case and they would prefer to let it go and see what happened later.

At any rate, we put a very great stress on this assessment factor, and with applicants we put very great emphasis on this. Having gone through this, we try to get the security clearance through by June, because we recognize, due to our own losses in the past, that there are many graduates, both from college and from advanced schools, that must go to work right after they get their degrees.

Consequently, after they have received their clearance, they are invited to come on duty any time between the end of June and not later than the first of September, because they will be launched as a course in the fall of the year. Then they will receive a varied period of training, perhaps as long as a

year before they actually get into the working level of the agency.

Now just a word about this initial intensive training that we give them. Of course, obviously, the first thing we want to do is indoctrinate them on the U.S. government. It is a complex and rather broad machinery. So we spend about the first week indoctrinating them on the government and the intelligence community, and showing them exactly where they reside in this particular structure. Then we will give them about four weeks on basic intelligence. This will describe to them the difference between information and intelligence, and how you put intelligence together.

They will then get four weeks on international communism. This of course is not only an extremely interesting course, but a highly classified course, although in this course, which is more or less of an introduction to international communism, we do not give them the names and numbers of all the players that they will meet in the course of their work, but they may get that later, if they decide to concentrate in this particular field.

They will then have the other courses in this general field, and there is one in particular which I would like to mention. We named it the course in American heritage. Two weeks. This is not a recapitulation of what they have gotten in history and civic and government courses on the campus, but it is hearing government officials themselves telling them the answer to the basic question, what are we fighting for? So when these young men and women go forth they will be able to answer if they come up against a skilled dialectic technician of the opposition, to tell them exactly back in the same words the prime motivations that drive this country to its greatness. We think this is an important course.

As you know, after the Korean war the Pentagon engaged in a complete re-examination in the indoctrination of American soldiers, because so many of them, when they were captured, when the interrogators asked them what they were there for, they said, "I don't know, Joe. I am here because I got drafted," or I was sent this way.

Then they will get intensive training in whatever area of the agency they intend to go into.

Last but far from least is our training in area and languages. We are firmly convinced that one of our officers

in the field must be reasonably fluent when he goes and extremely fluent after he has been there, in the language of the country where he is going to be based. If they are not interested in learning the language, then our interest in their career is going to diminish proportionately. And not just the language, but coupled with that a complete training in area familiarization, going back into the history and the origins of the country, and the races behind it.

I believe we are the sole government agency today that has a language incentive program. This was adopted when our Director Allen Dulles came back from a trip abroad, and roasted his immediate lieutenants over the fact that he found several of his officers that were not at least qualified in the language in order to find their way around. This language incentive program provides for a system of compensation for first learning the language, and then maintaining it. As you know, every applicant for government has little boxes that he checks, "French, reading, research, fluent, etc." and they check them all, French, Spanish, German, Russian, Serb, Croat, whatever it is.

This is all well and good, but we found there is not a very close correlation between those checks and what our examinations show. (Laughter) The way this language program works is this. We group the languages into three classes:

The Romance and Germanic languages in Group 1.

The second group is the Slavic languages, and some of the languages of the Indian sub-continent and Africa.

The third are the Far Eastern, the more difficult, Japanese, Chinese, and so on.

In Group 1, if you can pass the test in comprehensive French, for instance, you will get an award of \$200 in cash, and you will get a sum about that amount every year, in addition to your salary. If you can pass it in Russian, it will be \$400. If you can pass it in Chinese, it will be \$800. This is comprehensive knowledge of the language. Then recognizing that government time is expensive, the incentives are doubled if they learn it on their own time, to whatever they are if they learn it on government time.

Just to make sure that nobody misses a chance, we have set up off-hour courses in Washington and you can go from 7:15 to 8:15 in the morning and take any one of eight languages; or between 5:30 and 7:30 at night, with skilled instructors; and

our language laboratory is open every day from seven o'clock until ten p.m. at night, including Saturdays. The language laboratory, I might add, uses extensively the tape system of language instruction so that you can play the tape and someone will say to you, "Bon Jour," and then you say "Bon Jour," back to see how close you come to that. We place 80 per cent of our emphasis on the spoken word, because this is really what we want. The interpreters and linguists who are needed we will get out of skilled technicians. This we feel is exceedingly important. The more exotic and more unknown the language to the basic linguistic pool of this nation, the more emphasis we put on it.

Without specifying the language, I would like to say that I was extremely pleased the other day in my usual role of bidding adieu to our senior officers who were leaving for overseas posts, to have two young men in fairly close proximity come in to tell me about their assignment, where they were going, and what their career aspirations were. This was a country which has a very difficult language, and I said, "How well do you speak it?" They both answered, "I have had ten months, eight hours a day of this language." I said, "Well, that is fine. That is a pretty sizable federal investment, isn't it? What do you intend to do about it?" Both of them -- I do not know whether they had compared notes in advance. I doubt it -- both of them said, "Well I intend to see every nook and cranny of that country I can, and I intend to live with the people just as much as I can, and I intend to stay away from the American colony, not because I don't like Americans, but I am there to find out about that country. I know a good bit about Americans now."

To my mind these two youngsters characterize the type of young man and woman that we want.

Now I have probably put an overly great stress upon the male aspect here. There is a very important part in our organization for women. We have not been able to recruit as many girls off the campuses as we would like. There is an unlimited career available for them, in certain areas, the specialists of course. There are certain areas of the world where the barriers have not broken down completely and women cannot operate as freely or do what the men can, but in a large part of the world, and certainly in a large part of our organization in Washington, there are unlimited careers for women in nearly every field, with advancement just as far as the men can go.

You might be interested in a short anecdote on this subject. Several years ago we were having a series of orientation courses utilizing the large auditorium of the Department of

Agriculture. These courses were always ended up by Mr. Dulles, who gave them a few words about the general status of the agency, and how well we were doing. And almost invariably in the question period Mr. Dulles was asked the question, "Is it true the agency discriminates against women?"

Well, he had this question asked so often, he finally said, "I will tell you what I am going to do. I am going to tell the Inspector General to look into that matter." So I became Chairman of what was known as the Petticoat Panel. (Laughter) We selected for that women throughout the agency of every grade and every part of the agency. Twelve of them. I sat down with them in a series of meetings that went over several months, and we examined as to whether there were any evidences of discrimination in the organization against women, and we came up with the rather simple answer that there was no more discrimination against women in CIA than there was in the average organization, where the predominant number of senior supervisors were male. Consequently the action we took was for the director to tell the supervisors that he wanted to be sure there was an appropriate number of women in the senior supervisory levels of the agency.

There is a practical aspect to this, I might add. Should we ever unfortunately come to a period of hot war, every young man in that agency is going to want to get out where the situation is hot, and therefore a large burden of the Washington headquarters work and the behind-the-lines work -- I mean behind our lines -- is going to fall on the women of the organization, and they are going to have to move into many of the jobs now held by the men. So I lay stress on the aspect here, as far as the women are concerned.

I might also say that we have not been able to obtain as many colored officers as we would like to have. This is a very important field, and we need more representation abroad in this particular area. We still have not, although we have a couple of exceptional junior officers in this particular course, in this particular area. I think this is vital if we are ever to win the war for men's minds throughout the world, because they look to the U.S. in this particular respect in a most questioning fashion.

This is the type of organization, I might add, that fascinates people. Speaking of my fellow alumni from the Office of Strategic Services, as you may know, this was an organization whipped together during the war. I was called down to one of those temporary buildings along Constitution Avenue in early 1941. The man I went to see, I knew only by name. He called me in and said, "Kirkpatrick, we want you for a job. We are not going to

tell you what the job is, or where it is going to be. I can only tell you that you will never regret it. Are you available?"

I said, "Well, yes. I have just applied for a commission in the U.S. Navy, and what do I do about that?" He said, forget about that. We will take care of that later. Well not long thereafter people started questioning my friends, and I realized that something was in process and suddenly apparently I was lily white because I was ushered into the organization and in a matter of something like 23 days was on route overseas. I found it fascinating. I never regretted the fact that I did not go into the Navy as a line officer. As you note, I went back after a short tour in what I laughingly now call my "legitimate profession."

It is quite astounding to see how many of my associates have done exactly the same thing, and come back into the work. There is a fascination about it. But it is not this fascination I think which is of such interest to you, as the dedication of the people who are in it. I would not wish to lead any of you astray, or you in turn any of the young men or women who might be thinking of a career in intelligence, as to its being an easy life. It is not an easy life. It is a very strenuous life, and it is a young man's game, or a young woman's game, not to say that there are not older members in our organization, but this is a young and a very, very active game. The dedication is one of the aspects which makes me so pleased to see the wives here present tonight. Dean Turner was telling me something about your enthusiastic participation in the program. We learn by experience too that trying to run a service such as ours and leaving the wives out only leads to bloodshed. (Laughter) Consequently we have brought the wives into the picture. This is not to say that we have described to them, or want them to know of the details of what their husbands are doing, but we obviously are not hiding from them the fact that their husbands are in intelligence work, and that some of this might be rather delicate.

So we have started a program in our training courses where the wives are brought in to hear certain portions of the course, and prior to any assignment overseas they are given a thorough and detailed briefing as to what they will encounter, as to what they say at the receptions that they may attend, as to what they say in answer to curious foreigners as to what does your husband do, and so on down the line. We think that this has been a very important step forward.

Now I might add here that in discussing this with Dean Turner, I pointed out that we often ended up with husband and wife teams through no design of our own, and that is that we do suffer

a certain attrition in personnel, by the young men marrying the young women, and that we ultimately then lose the young women to domestic responsibilities. We are willing to suffer this loss for the simple reason that we feel that with that early identity of interest they are going to have a happier profession in the work.

The last thing I would like to say, and I am afraid I have talked a little longer than I should have, is to tell you a little of how good your intelligence service is. This is something which I think every American should be interested in. Obviously, I cannot describe to you in detail how much we know about the Soviet Union or about communist China; or about any of the other critical and key areas of the world.

You have undoubtedly noted in the press periodic statements reflecting either intelligence successes or intelligence failures, but the intelligence service that advertises in detail how good it is, or whether it knew something, or whether it knew precisely as to what the Prime Minister was going to say or do, or when a coup was going to take place, very quickly ends up as an intelligence service because you cannot operate in this field and advertise what you know.

I can only say this. I think we have an intelligence service which is, if not the best, will very shortly be the best intelligence service in the world. We have an exceptionally dedicated group of men and women. We are delighted to see now that we have an increasing number of old pros who have been in the work a long period of time, and it is work which you learn by sad experience, I might add. We feel that our knowledge of what is going on in the rest of the world is increasing each year by leaps and bounds, as we acquire new techniques, get to know the other peoples better, and acquire access where we did not have it before.

We obviously will never be able to stand up and be counted when a crisis hits, and there is speculation as to whether the government was informed or not informed. Nor would we urge the press or the secretary of state to say, "Oh, I knew all about this in advance." We do not think that is very wise either.

But I think that the word I can leave you with tonight is that you do have a good intelligence service, an intelligence service which is becoming increasingly better. I think you should also recognize this: Intelligence is a word in our semantics that has a connotation of war; but this is an intelligence

service for peace, because I for one am convinced that the price which the enemies of this country might have to pay if they ever attacked us when we were forewarned would be so dreadful that, being the realists they are, they would never launch that attack. I think we are getting into the position where we can give our government assurance that they have an intelligence service that can give them the information required for the preservation of peace.

Thank you very much. (Prolonged applause)

TOASTMASTER WEAVER: Mr. Kirkpatrick, we thank you very much for coming and delivering that engrossing address.

Now I would like to turn the program over to Fred Turner, with a request that he induct the new president.

PRESIDENT TURNER: Mr. Toastmaster and Mr. Kirkpatrick, how grateful we are for what you have done for us tonight! I think that I have never seen this group sit more attentively and listen in a more engrossed fashion.

It is my pleasure at this time to introduce your new president. Before doing that, I want to thank the officers who have worked with me through the past year. I suppose I should name them, but to try to name all the names would be too many. Everyone in the organization has cooperated. We have not accomplished all that we expected to, but we have accomplished some things, and I think actually that after sitting in for three hours and a half this afternoon -- it was about that time; we were all late for the cocktail party as a result -- there are great days ahead under the new President. So at this time I would like to thank all of the old officers, members of the Executive Committee. Thank you very sincerely for what you have done to help make this a good year and to turn the gavel over to the new President at this time. Don, here's the gavel.

... Applause as the gavel was presented to President-Elect H. Donald Winbigler, and he assumed the Chair ...

PRESIDENT-ELECT WINBIGLER: Thank you, Fred. On behalf of the newly elected officers, I should like to say that we are deeply grateful for the trust which you have invested in us in the extra responsibilities you have assigned to us for the affairs of the Association for the coming year.

To Fred and John, and Carl, Chaffee and Les, Tom Raymond, the members of the Harvard faculty, and the outgoing officers, we

should like to say that this year has marked a very high spot in the history of NASPA, and this 1959 Conference has certainly set a mark which will be difficult, if not impossible, to reach in the future.

This is quite a challenge to your new officers, and I would call your attention to the fact that the next year is going to be a short one. Therefore, prudence requires that we make no promises, and that at this hour in the evening we merely call your attention to the fact that the year will pass in a hurry, and that on April 7 to 10, 1960, the Association will convene again at the Deschler-Hilton in Columbus, Ohio, with Ohio State as the host. Thank you very much for putting that on your calendar. Will the rest of you follow suit and put the dates of April 7-10, 1960 on your calendar.

It is with pleasure and again a word of appreciation to our speaker of the evening for this excellent presentation that I declare the 1959 meeting of NASPA adjourned. (Applause)

... The Conference adjourned at ten-twenty-five o'clock ...

APPENDIX A

REPORT OF THE SECRETARY
(April 16, 1958 - June 15, 1959)

This brief statement of secretarial activities is accompanied by a Treasurer's Report for the past year. During this initial year as Secretary-Treasurer, my esteem and awe of the present and past deans who nurtured NADAM into NASPA as a "labor of love" has increased tremendously. It is hoped that my limited efforts shall improve with experience.

Association Membership

Membership as of July 1, 1958.....	300
Member institutions approved since.....	19
Memberships discontinued.....	<u>-4</u>
 Total membership as of June 15, 1959.....	 <u>315</u>
 Requests for membership pending.....	 6

The new member institutions and their representatives are: Bethany College, Bethany, West Virginia - Robert A. Preston, Dean of Students
The Catholic University of America, Washington, D. C. - James J. McPadden, Dean of Men
Colby College, Waterville, Maine - George T. Nickerson, Dean of Men
Eastern Michigan College, Ypsilanti, Michigan - Dean Ralph F. Gilden
The Brooklyn Center, Long Island University, Brooklyn 1, New York - Dr. John W. Hickey, Director of Student Affairs
Emory and Henry College, Emory, Virginia - J. Gordon Brown, Dean of Men
Fort Hays Kansas State College, Hays, Kansas - Richard E. Burnett, Dean of Men
Hamilton College, Clinton, New York - Dr. Sidney Wertimer, Jr., Assoc. Dean
Kansas Wesleyan University, Salina, Kansas - John F. Courter, Dean of Students
Lamar State College of Technology, Beaumont, Texas - N. H. Kelton, Dean of Student Life
Lenoir Rhyne College, Hickory, North Carolina - Frank H. Bretz, Dean of Students
Mississippi College, Clinton, Mississippi - Dean Charles W. Scott
Rider College, Trenton 9, New Jersey - Robert A. McBane, Dean of Students
Roanoke College, Salem, Virginia - Donald M. Sutton, Director of Student Affairs
The Rockford College, Rockford, Illinois - Charles U. Walker, Asst. Dean of Men
Roosevelt University, 430 S. Michigan Ave., Chicago 5, Ill. - George H. Watson, Dean of Students
State Teachers College, Mansfield, Pennsylvania - Samuel M. Long, Dean of Men
Tennessee Wesleyan College, Athens, Tennessee - Dean Robert C. Mildram
Western Illinois University, Macomb, Illinois - John W. Henderson, Dean of Student Personnel Services

The institutions who have discontinued their memberships are:

Hardin Simmons University, Abilene, Texas
Franklin & Marshall College, Lancaster, Pa.
Millsaps College, Jackson, Mississippi
Park College, Parkville, Missouri

Deaths of NASPA participants

- 1) Dean William J. Farrisee (December, 1958), Dean of Men, Stevens Institute of Technology
- 2) Dean A. E. Hittepole (November, 1958), Assistant Dean of Men, The Ohio State University
- 3) Dean Herbert G. Johnstone (December, 1958), Dean of Students, University of California Medical Center
- 4) Dean Emeritus Harry Stone (February, 1959), Dean of Men, West Virginia University.

Changes and Appointments

Dean of Students.....	15
Assistant Dean of Students.....	6
Dean of Men.....	7
Assistant Deans of Men.....	11
President or Acting President.....	3
Vice President.....	2
Dean of College.....	3
Directors of Placement.....	3
To other fields.....	<u>5</u>

Total: 55

Note: It is a genuine problem to maintain an accurate roster and mailing list. Current information is always welcome but please be patient when we err.

Dean Hurford Stone, Dean of Students, University of California, Berkeley, is retiring June 30, 1959. We dare not print any other assumptions without verification.

NASPA Representation

American Council on Education
 American Personnel and Guidance Association
 Association of College Honor Societies
 Association of College Unions
 National Education Association
 National Association of Foreign Student Advisers
 National Housing Directors Conference
 National Conference on College Fraternities and Societies
 National Safety Council Conference
 National Interfraternity Conference
 United States National Students' Association
 Phi Eta Sigma
 Omicron Delta Kappa
 Western Personnel Conference
 Various Inaugurations and celebrations

Regional Meetings have been reported as follows:

Texas Association of Student Personnel Administrators
 Louisiana Deans and Student Personnel Administrators
 Pennsylvania Association of Student Personnel Administrators

Ohio Association of Student Personnel Administrators
Southern Deans Association
Deans from Kansas, Nebraska, Missouri, Oklahoma, and Colorado

Publications

Within a month after the French Lick Conference of last year, the entire proceedings were in the hands of all participants and institutional representatives.

About one hundred and fifty Commission III Casebooks have been distributed. They are available for purchase from the Secretary-Treasurer at any time.

Five issues of the newsletter have been distributed to all members.

Placement

Dean Arno Nowotny has performed yeoman service for the Association as Placement Officer with Miss Ruth Neel's able assistance. Fifty-nine placement profiles have been distributed with the newsletters to all members.

The Executive Committee

A two-day meeting was held July 21-22, 1958, in Chicago, Illinois. Official minutes are on file. A quorum was almost mustered at the Atlanta meeting of the National Interfraternity Conference. Letters and phone calls have kept the members and officers in close contact.

In Conclusion

I'd like to toss a tribute to John Hocutt for his tremendous output as Conference Chairman. He truly deserves the plaudits of the entire Association. My thanks, of course, must be directed to President Fred Turner and his secretary, Miss Hazel Yates, for their help and patience as I have struggled through the year in this role.

Respectfully submitted,

Oxford, Ohio
June 15, 1959

Carl W. Knox, Secretary

TREASURER'S REPORT

JUNE 15, 1959

RECEIPTS

Balance on hand, April 7, 1958		\$6,475.35
1958 Conference Receipts		1,748.30
Receipts from Dues: Current (1958-59)	\$5,469.50	
Delinquent (1955-58)	60.00	
Pre-paid (1959-60)	<u>220.00</u>	
		5,749.50
Receipts from Sale of Proceedings		<u>108.00</u>
Total Receipts and Beginning Balance:		\$14,081.15

DISBURSEMENTS

Annual Conference Expense:		
1958 Conference (Speakers, etc.)	\$2,466.62	
1959 Conference (to date)	269.76	
1958 Cost of Proceedings	2,493.36	
1959 Badges, Gavel, etc.	<u>51.02</u>	
		\$5,280.76
Conference Chairman (1959 pre-Conference Expense)		1,200.00
Secretary-Treasurer's Expenses:		
Printing & Mimeographing	\$ 196.71	
Postage	90.82	
Telephone & Telegraph	7.70	
Stenographic Service	527.23	
Express	4.78	
Secretary's Allotment	100.00	
Miscellaneous Supplies	<u>78.83</u>	
		1,006.07
Executive Committee Expense:		
Commission III Casebooks	\$375.00	
Less Receipts from Sales	<u>-368.00</u>	
Net Expense	\$ 7.00	
President's Petty Cash Fund	250.00	
Meeting Expense	<u>279.60</u>	
		536.60
Miscellaneous Expense:		
American Council Dues	\$ 50.00	
Travel to Meetings	367.77	
Contingent Fund	<u>16.61</u>	
		434.38
Total Disbursements:		<u>8,457.81</u>
Balance on hand, June 15, 1959		<u>\$5,623.34</u>

APPENDIX B

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATION
 FORTY-FIRST ANNIVERSARY CONFERENCE
 HARVARD BUSINESS SCHOOL

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Abbott, William T., S.J.	College of The Holy Cross	Asst. Dean of Men
*Ackerly, Robert S., Jr.	Ill. Inst. of Technology	Asst. Dean of Students
Adams, William F.	Univ. of Alabama	Dean of Admis. & Records
Albertson, James H.	Ball State Teachers Coll.	Asst. to the President
*Alderson, Donald K.	The Univ. of Kansas	Dean of Men
Alexander, John W.	Columbia College	Assistant Dean
*Allen, James G.	Texas Technological Coll.	Dean of Student Life
Anderson, Donald K.	Univ. of Washington	Dean of Students
Andrews, Max H.	New York University	Dir., Loeb Student Center
*Anfinson, Rudolph D.	Eastern Illinois Univ.	Dean of Students
Angelo, Harold E.	Univ. of Colorado	Dean of Men
Austill, Allen	State Univ. Coll. of L.I.	Dean of Students
*Baker, Thomas Eric	Case Inst. of Technology	Dean of Students
*Baldwin, Frank C.	Cornell University	Dean of Men
*Ball, Elwood H.	Monmouth College	Dean of Men
*Banaghan, William		Counseling Psychologist
Barlow, Mark, Jr.	Wesleyan University	Dean of Students
Basta, Sam M.	Univ. of Nevada	Dean of Student Affairs
Batts, William O., Jr.	Vanderbilt University	Asst. Univ. Registrar
Bean, Ruth L.	M.I.T.	Asst. Dean of Students
*Beaty, R. C.	Univ. of Florida	Dean of Student Personnel
Beavers, Allen L., Jr.	Boston University	Asst. to the Dean of Men
*Benz, Stanley C.	San Jose State College	Dean of Students
Berry, Chester A.	Univ. of Rhode Island	Dir. of Student Activ.
Bitner, Harold M.	Univ. of Hawaii	Dean of Students
Blackburn, Armour J.	Harvard University	Dean of Students
*Blackburn, John L.	University of Alabama	Dean of Men
Boggs, Robert L., S.J.	Loyola University	Dean of Students
Bowers, Henry	N. C. State College	Asst. Dir. of Stu. Act.
*Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
*Boyce, Walter H.	Bates College	Dean of Men
Brockman, Allan A.	Univ. of Pennsylvania	Asst. Dean of Men
*Brown, C. William	Ill. Inst. of Technology	Dean of Students
Brown, Dirck W.	State Univ. of Iowa	Counselor to Men
Brown, George K.	Carnegie Inst. of Technology	Dean, Div. of Stu. Per.
Brown, J. Gordon	Emory & Henry College	Dean of Men
Brown, John M., Jr.	Cornell University	Asst. to the Dean of Men
*Brown, Warren O.	Univ. of Illinois	Assoc. Dean of Students
Brugger, A. T.	UCLA	Asst. Dean
Bryant, Edward C.	Boston University	Asst. to the Dean of Men
Bucher, Henry P.	Coe College	Dean of Students
*Burger, William V.	Colorado School of Mines	Dean of Students
*Burkhardt, William H.	Univ. of Massachusetts	Asst. to the Dean of Men
Butts, Porter	Univ. of Wis.	Director of Wis. Union

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Carleton, Jim G.	Syracuse University	Asst. Dean of Men
*Carlson, Harold S.	Upsala College	Dean of Students
Carroll, Monroe S.	Baylor University	Provost of Students
Cheney, R. William	Springfield College	Dean of Students
Clevenger, J. C.	State Coll. of Washington	Dean of Students
*Clifford, Earle W.	University of Vermont	Dean of Men
*Cogswell, Andrew C.	Montana State University	Dean of Students
*Cole, Joseph W.	Univ. of Rochester	Dean of Students
*Corson, Louis D.	Retired Prof. Registry	Director
Courter, John F.	Kansas Wesleyan Univ.	Dean of Students
Coutts, Alan	Dickinson College	Dean of Men
Craig, William G.	Stanford University	Dean of Men
Crane, Robert M.	Indiana University	Head Counselor Men's Quad.
Craven, Clifford J.	Univ. of Oklahoma	Dean of Students
Curtis, Staton R.	Univ. of New Hampshire	Dir., The Memorial Union
*David, Ben E.	University of Miami	Dean of Men
Davis, I. Clark	Southern Illinois Univ.	Dir. of Student Affairs
Deakins, C. E.	Ill. Com. of Higher Ed.	Deputy Director
Doenges, Byron	U.S. Dept. of H.E.W.	NDEA Program Development
Dowling, Leo. R.	Indiana Univ. and NAESA	Assoc. Dean of Students
Ducharme, Leonard, Rev.	University of Ottawa	Dean of Students
Dull, James E.	Georgia Tech.	Asst. Dean of Students
Dunigan, David R., S.J.	College of the Holy Cross	Dir., Office of Stu. Per.
*Durgin, E. R.	Brown University	Dean of Students
*DuShane, Donald M.	University of Oregon	Dean of Students
Dux, Henry A.	Univ. of Rhode Island	Asst. Dean of Men
Eaton, Paul C.	Calif. Inst. of Tech.	Dean of Students
Eddy, Edward D., Jr.	Univ. of N. H.	VP & Provost, Univ. N. H.
Edmunds, Verne C.	Boston University	Asst. to the Dean of Men
Edwards, Thomas J.	Kenyon College	Dean of Students
Emery, Clifton W.	Tufts University	Dean of Men
Emmet, Thomas A.	University of Detroit	Dean of Men
England, Kenneth	Georgia State Coll. of Bus.	Dean of Men
Engsberg, Paul E.	Miami University	Asst. to the Dean of Men
Erdahl, Gerald O. T.	N. C. State College	Dir. College Union
Fagan, Gerard, S. J.	St. Peter's College	Dir. of Stu. Per. Serv.
Farmer, Ray	New Mexico Highlands Univ.	Dean of Students
Farricker, William J., S.J.	Fordham University	Dean of Men
Ferber, Daniel A.	Indiana University	Dir. Counsel. & Activities
Fisch, A. Linc.	University of Akron	Asst. Dir. Stu. Per.
Foy, James E.	Auburn	Dir. of Student Affairs
French, Arden O.	Louisiana State University	Dean of Men
Gadaire, Charles R.	American Inter. College	Dean of Students
*Galbraith, Maurie	Univ. of Ill. Prof. Coll.	Dean of Student Affairs
Garcia-Bottari, R. E.	Univ. of Puerto Rico	Dean of Students
Gardiner, Robb G.	Univ. of New Hampshire	Assoc. Dean of Students
Gillen, Edward B., S.J.	Canisius College	Dir. of Stu. Per. Serv.

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Gillis, John	Purdue University	Graduate Counselor
Glose, Joseph C., S.J.	Jesuit Educa. Assoc.	Reg. Dir. of Higher Educa.
Gluck, Joseph C.	West Va. University	Dir. of Student Affairs
Godward, Thomas E.	State Teachers College (Mansfield, Penna.)	Dean of Students
Goldsmith, Gloria J.	Pratt Institute	Student Personnel Assoc.
*Goldthorpe, J. Harold	Dept. of HEW, Off. of Ed.	Dir. Student Aid Project
*Goodridge, Robert C.	University of Redlands	Dean of Students
*Gould, Joseph E.	State Univ. of N. Y.	Dean of Students
*Grantham, W. R.	Mississippi Southern Coll.	Dean of Men
Green, William D.	Taylor University	Dean of Students
Grip, Carl M., Jr.	Temple University	Dean of Men
*Guillory, Ellis R.	McNeese State College	Dean of Men
Guillory, James B.	Southwestern La. Inst.	Asst. Dean of Men
*Guthrie, William S.	Ohio State University	Exec. Dean, Stu. Relations
Gwin, John P.	Beloit College	Dean of Students
*Haack, Arno J.	Washington University	Dean of Students
*Hackett, D. E.	Washburn University	Dean of Men
Hale, Lester L.	University of Florida	Dean of Men
Hallgren, Frank M.	University of Nebraska	Assoc. Dean of Students
Hansen, Abner L.	Florida Southern College	Dean of Students
Hansford, R. L.	University of Akron	Dir. of Stu. Personnel
*Hanson, Ernest E.	Northern Illinois Univ.	VP, Stu. Per. Services
*Hardy, Donald P.	University of Delaware	Asst. Dean of Students
*Harris, David L.	Ripon College	Dean of Men
Harrod, Ira E.	Rensselaer Polytechnic Inst.	Dean of Students
*Hawk, Ray	University of Oregon	Dean of Men
Hayward, John C.	Bucknell University	Dean of Stu. Affairs
*Hendee, Robert	Hillsdale College	Dean of Men
Henderson, John W.	Western Illinois Univ.	Dean of Stu. Per. Serv.
Hendrix, Noble	University of Miami	Dean of Students
*Hickey, John D.	Long Island University	Dir. of Stu. Affairs
Hill, Robert E.	Brown University	Asst. to Dean of Stu.
*Hill, W. W.	Univ. of New Mexico	Asst. of the President
*Hocutt, John E.	University of Delaware	Dean of Students
*Holdeman, W. Dean	Oberlin College	Dean of Men
*Holden, Robert J.	M.I.T.	Assoc. Dean of Students
Hollinger, J. Clinton	The Cooper Union	Coor. of Stu. Activities
Hood, George W.	Stetson University	Dean of Men
Hopf, Hans E.	New York University	Asst. Dir., Stu. Activ.
Hopkins, Robter S.	Univ. of Massachusetts	Dean of Men
Hotchkiss, Eugene, 3rd.	Dartmouth College	Assoc. Dean of the Coll.
*House, S. J.	Newark College of Engin.	Dean of Students
Hubbell, Robert N.	Lawrence College	Dean of Men
Huit, M. L.	State Univer. of Iowa	Dean of Students
*Hulet, Richard E.	Ill. State Normal Univ.	Dean of Men
Ivey, Allen E.	Bucknell University	Dir. of Univ. Counsel. Ser.
Johnson, Kenneth W.	Wagner College	Dean of Stu., Dir. Stu. Per.
Johnson, Reuben B.	University of Connecticut	Asst. Dir. Stu. Personnel

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Jordan, Harold W.	Indiana University	Dir. Ind. Memorial Union
Kauffman, Joseph F.	Brandeis University	Dean of Students
Keil, Ellsworth C.	Boston University	Stu. Personnel Advisor
*Kelton, Norris H.	Laman Tech.	Dean of Student Life
*Kennedy, Christopher F.	Northeastern Univ.	Dean of Freshmen
*Kiendl, Arthur H.	University of Colorado	Dean of Students
Kiley, Robert R.	U.S. Natl. Stu. Assn.	President
Kilp, Alfred J., S.J.	Loyola University	Dean of Men
King, Raymond C.	Univ. of Pittsburgh	Asst. to the Dean of Men
King, Tom	Mich. State University	Dean of Students
*Knapp, William H.	Wayne State University	Asst. Dir., Div. Stu. Per.
*Knox, Carl W.	Miami University	Dean of Men
Kramer, Fred P.	Drake University	Asst. Dean of Stu. (Men)
Krathwohl, Carlton L.	Syracuse University	Dean of Men
Kratochvil, Millard R.	Iowa State College	Dir. of Stu. Affairs
Krovitz, Robert W.	Assn. (NIC)	Pres. of Frat. Scholar.
Leith, J. D.	Lehigh University	Dean of Students
Lippincott, William D.	Princeton University	Dean of Students
Lloyd, Wesley P.	Brigham Young Univ.	Dean of Students
*Long, Robert O.	Wittenberg College	Dean of Students
*Longnecker, Mayne	Southern Methodist Univ.	Dean of Univ. Life
*Loucks, Donald	Florida State University	Dean of Men
*Lucasse, Philip R.	Calvin College	Dean of Men
McBane, Robert A.	Rider College	Dean of Students
McCloskey, F. H.	New York University	Dean of Students
McCloskey, Harry L.	Loyola University	Dean of Students
*McGinnis, Benjamin G.	Kent State University	Asst. Dean of Men
McGroarty, William K., S.J.	Wheeling College	Dean of Students
*McKean, John R. O.	Allegheny College	Dean of Students
*McKenzie, John F.	Boston University	Dean of Men
*McLeod, James C.	Northwestern University	Dean of Students
McManus, Francis B., S.J.	Boston College	Dean of Men-Sec. of Univ.
McNamara, James F., C.S.Sp.	Duquesne University	Dean of Men
*McPadden, James J.	Catholic University	Dean of Men
MacDonald, Gilbert G.	Northeastern University	Dean of Students
MacMinn, Paul	U. S. Office of Education	Specialist
Magoon, Thomas	Univ. of Maryland	Assoc. Prof. of Psych. & Actg. Dir. Cslg. Ctr.
Malloy, Edward J.	Columbia Coll, Col. Univ.	Associate Dean
Marsh, J. Don	Wayne State University	Asst. Dean of Students
Martin, Leslie L.	Univ. of Kentucky	Dean of Men
Martin, M. B., S.J.	St. Louis University	Dean of Students
*Mathany, Howard U.	Univ. of New Mexico	Dean of Men
*Matthews, Jack	Univ. of Missouri	Dean of Students
*Meyn, Charles A.	Bucknell University	Dean of Men
Mildram, Robert C.	Tenn. Wesleyan College	Dean of the College
Millett, Barry M.	University of Maine	Asst. to Dean of Men
Montgomery, Reid H.	Florida State Univ.	Dir. Student Activities
Moore, Francis A., S.J.	Univ. of San Francisco	Dean of Students

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Moore, Mary	Cornell University	Asst. Dir. - Willard Straight Hall
Morse, John F.	Rensselaer Poly. Inst.	Vice President
Mosher, Bryan J.	University of Vermont	Asst. Dean of Men
Muenzer, Joseph A., S.J.	John Carroll University	Dean of Men
Murphy, J. Edward	National Inter-Fraternity Conference	Chairman
*Netherton, John P.	University of Chicago	Dean of Students
*Newman, James E.	University of Chicago	Asst. Dean of Students
Nickerson, George T.	Colby College	Dean of Men
Northby, Arwood S.	University of Connecticut	Dir., Div. of Stud. Per.
*Nowotny, Arno	University of Texas	Dean of Student Life
Nygreen, Glen T.	Kent State University	Dean of Students
*O'Connell, William R., Jr.	Coll. of Wm. & Mary	Dean of Men
*Oglesby, R. R.	Florida State University	Dean of Students
*Parks, Donald S.	University of Toledo	Dean of Students
\ Parmalee, Laura	Pratt Institute	Student Per. Associate
Parr, Preston	Lehigh University	Assoc. Dean of Students
*Patzner, Roland D.	Kent State University	Assistant Dean of Men
Penny, James T.	Univ. of South Carolina	Dean of Men
Perry, Benjamin L.	Fla. A. & M. University	Dean of Students
*Pershing, John J.	Georgia Inst. of Tech.	Assoc. Dean of Students
Peters, George B.	Univ. of Pennsylvania	Dean of Men
Pike, C. Milton, Jr.	Northern Illinois Univ.	Dean of Men
Piskor, Frank	Syracuse University	V.P. - Student Services
Price, Philip	New York University	Dir. Stud. Activities
*Quinn, John F.	Univ. of Rhode Island	Dean of Men
Rabineau, Louis	Pratt Institute	Dir. of Stud. Per. & Admis.
Raines, Max R.	Flint Jr. College	Director Stud. Affairs
Ramer, Hal Reed	The Ohio State Univ.	Dir., Inter. House
Rankin, Donald F.	Ferris Institute	Dean of Students
Ratterman, P.H., S.J.	Xavier University	Dean of Men
Rawsthorne, John W.	Principia College	Dean of Men
Readdick, David L.	Florida Southern Coll.	Asst. Dean of Students
*Reid, J. Juan	Colorado College	Dean of Men
Reynolds, Thomas H.	Middlebury College	Dean of Men
Riggs, Lawrence	DePauw University	Dean of Students
Rivet, Hilton L., S.J.	Spring Hill College	Dean of Students
Roberts, O. D.	Purdue University	Dean of Men
Robinson, Donald W., Dr.	U.S. Office of Education	Spec. for Stud. Ser.
Robinson, Ted. R.	Iowa State College	Assis. Dir. of Stud. Aff.
*Ross, Mylin H.	Ohio State University	Dean of Men
Royal, Doyle P.	Univ. of Maryland	Asst. Dean of Men
*Rule, John T.	Mass. Inst. Tech.	Dean of Students
Ryan, Vincent B., S.J.	LeMoyne College	Dean of Men
Saddlemire, Gerald	State Univ. Teachers Coll.	Dean of Students

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Sales, Robert C.	Visitor	
*Schwartz, G. R.	Mankato State College	Dir. of Stud. Per.
*Schwomeyer, Herbert F.	Butler University	Dean of Men
Scott, James H.	Univ. of Arkansas	Assis. Dean of Men
Sedgwick, Cyrus H.	The Ohio State Univ.	Asst. Dean of Men
Seymour, Thaddeus	Dartmouth	Dean (Elect) of the Coll.
*Shainline, John W.	Gettysburg College	Dean of Students
*Sharp, Maurice J.	Wayland College	Dean of Students
Shirley, Warren H.	Florida A. & M. Univ.	Assoc. Dean of Students
*Shofstall, W. P.	Arizona State Univ.	Dean of Students
Sigel, Clinton H.	Fordham University	Exec. Assis. to V. P.
*Sillers, Dan J.	State Teachers College	Dean of Men & Students
Slonaker, Louis	Univ. of Arizona	Dean of Men
Smith, Elden T.	Bowling Green State Univ.	Dean of Students
*Smith, J. Towner	Western Michigan Univ.	Dean of Men
Smith, Laurence C.	Texas Christian Univ.	Dean of Students
Smith, Mark W.	Denison University	Dean of Men
Spathelf, Victor F.	Ferris Institute	President
Speer, William	M.I.T.	Assoc. Dean of Students
Spitz, George B., Jr.	Queens College	Assoc. Dean of Students
Stanton, Floyd L., S.J.	Marquette University	V.P. of Student Affairs
Stark, J. Wayne	Texas A. & M. College	Dir., Memorial Stud. Cen.
*Stewart, Harold E.	Wayne State University	Dean of Students
*Stewart, John E.	University of Maine	Dean of Men
Stibbs, John H.	Tulane University	Dean of Students
*Stone, Hurford E.	Univ. of California	Dean of Students
*Summerskill, John	Cornell University	V.P. - Student Affairs
Suttles, William M.	Georgia State College	Dean of Students
Swartzbaugh, William L.	Univ. of Pittsburgh	Dean of Students
Swarts, Donald E.	Univ. of Pittsburgh	Assoc. Dean of Men
Tatham, David	Syracuse University	Residence Director
Thorn, Gordon R.	West Virginia Univ.	Assist. Dir. - Stud. Aff.
Thornton, Ralph R.	Univ. of Pennsylvania	Asst. Dean of Men
Toepfer, Louis A.	Harvard Law School	Vice Dean
Toombs, William E.	Drexel Inst. of Tech.	Dean of Men
*Truitt, John	Michigan State Univ.	Dir., Men's Div. of Stu. Aff.
*Tucker, Leslie H.	Bradley University	Dean of Students
*Turner, Fred H.	University of Illinois	Dean of Students
Uihlein, George V., Jr.	Coll. Fraternity Sec. Assn.	President
Venderbush, Kenneth R.	St. Lawrence Univ.	Dean of Men
*Vogel, Fred J.	Daytona Beach Jr., Coll.	Dean of Students
Voldseth, Edward	University of Alaska	Dean of Students
Watson, George H.	Roosevelt University	Dean of Students
Weaver, Fred H.	University of N. C.	Dean of Stud. Affairs
Weinstein, Stanley D.	Brandeis University	Dir., Office of Stud. Per.
*Weir, William C.	Univ. of California, Davis	Dean of Students
*Wellhausen, Charles R.	Stevens Institute of Tech.	Dean of Men

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Wells, William C.	University of Maine	Dir., Residence and Dining Halls
Werner, Fred H.	U.S. National Stud. Assoc.	Vice-President, USNSA
Whiting, Edgar A.	Cornell University	Sec.-Treas.
Whittaker, Raymond C.	Temple University	Dir. of Stud. Activ.
Wilacy, O.	Trinity College	Dean of Students
Willey, Harold L.	Marshall College	Dean of Men
Williams, J. A.	Univ. of Georgia	Dean of Students
Williams, Thomas G.	Coe College	Dean of Men
Williamson, E. G.	Univ. of Minnesota	Dean of Students
*Williamson, James E.	Univ. of Houston	Dean of Men
*Winbigler, H. Donald	Stanford University	Dean of Students
*Wood, Chester W.	University of Minnesota	Dir., Stud. Personnel
Woodruff, Laurence C.	University of Kansas	Dean of Students
Worthen, J. E.	American University	Asst. Dean of Students
*Wright, Ralph W.	Kan. State Coll. of Pitts.	Dean of Men
Wright, William McK.	DePauw University	Assoc. Dean of Students
Wunderlich, Herbert John	Kansas State University	Dean of Students
Yanitelli, Victor R., S.J.	Fordham University	V.P. - Student Personnel
Yoke, Robert S.	General Motors Inst.	Stud. Rel. Staff Head
Yott, Joseph H.	University of Detroit	Asst. Dean of Men
Young, Ralph A.	The College of Wooster	Dean of Men
Yuthas, Jack	Texas Western College	Dean of Students
Zarchen, Maurice	Pratt Institute	Dir. of Residence Halls
*Zillman, Theo. W.	Univ. of Wisconsin	Dean of Men
*Zinn, Bennie A.	A. & M. Coll. of Texas	Dir., Stud. Per. Ser.

*Denotes wives in attendance.

APPENDIX CNATIONAL ASSOCIATION OF STUDENT PERSONNEL
ADMINISTRATORS

ROSTER OF MEMBERS, MAY, 1959

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
A. and M. College of Texas	Dean Bennie A. Zinn	College Station, Tex.
University of Akron	Dean Donfred H. Gardner	Akron 4, Ohio
Alabama Polytechnic Institute	Director James E. Foy	Auburn, Alabama
University of Alabama	Asst. Dean John L. Blackburn	University, Alabama
University of Alaska	Dean Edward Voldseth	College, Alaska
Albion College	Dean W. B. Sprandel	Albion, Michigan
Alfred University	Dean Fred H. Gertz	Alfred, New York
Allegheny College	Dean John R.R. McKean	Meadville, Penna.
Alma College	Dean Kent Hawley	Alma, Michigan
American International Coll.	Dean Charles R. Gadaire	Washington, D. C.
American University	Dean Ralph C. John	Washington, D. C.
Arizona State College	Dean W. P. Shofstall	Tampe Arizona
University of Arizona	Dean A. Louis Slonaker	Tucson, Arizona
Arkansas State College	Dean Robert Moore	State College, Ark.
University of Arkansas	Dean D. Whitney Halladay	Fayetteville, Ark.
Augustana College	Dean Jorgen S. Thompson	Sioux Falls, S. D.
Baker University	Dean Benjamin A. Gessner	Baldwin, Kansas
Baldwin-Wallace College	Dean David W. Robinson	Berea, Ohio
Ball State Teachers College	Dean Howard G. Johnshoy	Muncie, Indiana
Baylor University	Monroe S. Carroll, Provost	Waco, Texas
Beloit College	Dean John P. Gwin	Beloit, Wisconsin
Berea College	Dean James P. Orwig	Berea, Kentucky
Boston College	Francis B. McManus, S.J.	Boston, Mass.
Boston University	Dean John F. McKenzie	Boston, Mass.
Bowling Green State University	Elden T. Smith, Dir. of Student Affairs	Bowling Green, Ohio
Bradley University	Dean Leslie H. Tucker	Peoria, Illinois
Brandeis University	Dean Joseph F. Kauffman	Waltham, Mass.
Brigham Young University	Dean Wesley P. Lloyd	Provo, Utah
Brown University	Dean E. R. Durgin	Providence 12, R.I.
Bucknell University	Dean John C. Hayward	Lewisburg, Penna.
University of Buffalo	Dean Richard A. Siggelkow	Buffalo 14, N. Y.
Butler University	Dean Herbert F. Schwomeyer	Indianapolis, Ind.
California Inst. of Technology	Dean Paul C. Eaton	Pasadena, Calif.
Calif. State Polytechnic Collage	Assoc. Dean Harry A. Grace	San Luis Obispo, California
University of California	Dean H. E. Stone	Berkeley, California
University of California	Dean Lysle D. Leach	Davis, California
University of California	Assoc. Dean Byron Atkinson	Los Angeles, Calif.
University of California	Dean Thomas L. Broadbent	Riverside, Calif.
U. of Calif., Medical Center	Dean of Students	San Francisco, Calif.
University of California	Dean Lyle G. Reynolds	Goleta, California
Calvin College	Dean Philip R. Lucasse	Grand Rapids 6, Mich.

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Canisius College	Edward B. Gillen, Dir. of Student Personnel Services	Buffalo, New York
Capital University	Dean John Kirker	Columbus, Ohio
Carleton College	Dean Merrill E. Jarchow	Northfield, Minn.
Carnegie Inst. of Technology	Dean George K. Brown	Pittsburgh 13, Penna.
Carroll College	Dean of Men	Waukesha, Wisconsin
Carthage College	Dean LeRoy H. Giles	Carthage, Illinois
Case Inst. of Technology	Dean Thomas E. Baker	Cleveland, Ohio
Central Michigan College of Education	Dean Daniel J. Sorrells	Mount Pleasant, Mich.
University of Chicago	Dean John P. Netherton	Chicago 37, Illinois
Chico State College	Dean John F. Bergstresser	Chico, California
University of Cincinnati	Dean Robert W. Bishop	Cincinnati 21, Ohio
City College of New York	Dean Daniel F. Brophy	New York, New York
Clarkson Coll. of Technology	Dean of Students	Potsdam, New York
Coe College	Dean Henry P. Bucher	Cedar Rapids, Iowa
Colgate University	Acting Pres. Carl A. Kallgren	Hamilton, New York
Colorado State University	Dean Robert E. Bates	Ft. Collins, Colorado
Colorado College	Dean Juan Reid	Colorado Springs, Colo.
Colorado School of Mines	Dean W. V. Burger	Golden, Colorado
University of Colorado	Dean Arthur Kiendl	Boulder, Colorado
University of Colorado	Dean Harry G. Carlson	Boulder, Colorado
Columbia University	Assoc. Dean Edw. J. Malloy	New York 27, N. Y.
Concordia Teachers College	Dean Carl Halter	River Forest, Ill.
The Cooper Union	Dr. Hollinger	New York 3, New York
Cornell University	Dean Frank C. Baldwin	Ithaca, New York
Creighton University	Austin E. Miller, S.J.	Omaha 2, Nebraska
Dartmouth College	Dean Thaddeus Seymour	Hanover, New Hampshire
University of Delaware	Dean John E. Hocutt	Neward, Delaware
Denison University	Dean Mark W. Smith	Granville, Ohio
University of Denver	Dean Daniel Feder	Denver, Colorado
DePaul University	T. J. Wangler, C. M.	25 E. Jackson Blvd. Chicago, Illinois
DePauw University	Dean Lawrence A. Riggs	Greencastle, Ind.
DePauw University	Asst. Dean William Wright	Greencastle, Ind.
University of Detroit	Dean Thomas A. Emmet	Detroit 21, Mich.
Dickinson College	Dean Alan Coutts	Carlisle, Penna.
Doane College	Dean James Campbell	Crete, Nebraska
Drake University	Dean Carroll Galbreath	Des Moines 11, Iowa
Drexel Inst. of Technology	Dean William E. Toombs	Philadelphia, Penna.
Drury College	Dean Thomas C. Watling	Springfield, Mo.
Duke University	Dean Robert B. Cox	Durham, No. Carolina
Duquesne University	Dean J. F. McNamara	Pittsburgh, Penna.
East Texas State Teachers College	Dean J. W. Rollins	Commerce, Texas
Eastern Illinois University	Dean Rudolph D. Anfinson	Charleston, Illinois
Eastern Michigan College	Dean Ralph F. Gilden	Ypsilanti, Michigan
Eastern Washington College of Education	Dean Daryl Hagie	Cheney, Washington
Emory University	Dean E. H. Rece	Emory, Georgia

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Evansville College	Dean Robert V. Thompson	Evansville, Indiana
Fisk University	Assoc. Dean Wm. T. Green	Nashville, Tennessee
Florida A. & M. University	Dean E. L. Perry	Tallahassee, Fla.
Florida Southern College	Dean Abner L. Hansen	Lakeland, Florida
University of Florida	Dean R. R. Oglesby	Tallahassee, Fla.
University of Florida	Dean Robert C. Beaty	Gainesville, Fla.
Fordham University	Victor R. Yanitelli, S.J.	New York 58, N.Y.
Fresno State College	Dean Leo Wolfson	Fresno 4, California
General Motors Institute	Robert S. Yoke, Head - Student Relations Staff	Flint, Michigan
Georgetown University	Rev. John L. Ryan	Washington 7, D. C.
George Washington University	Donald Faith, Dir. of Men's Activities	Washington, D. C.
Georgia Inst. of Technology	Dean George C. Griffin	Atlanta, Georgia
Georgia State College of Business Administration	Dean William M. Suttles	Atlanta, Georgia
University of Georgia	Dean Joseph A. Williams	Athens, Georgia
Gettysburg College	Dean W. Ramsay Jones, Jr.	Gettysburg, Penna.
Grinnell College	Dean Earl F. Peisner	Grinnell, Iowa
Grove City College	Dean Robert K. McKay	Grove City, Penna.
Hanover College	Dean Thomas Johns	Hanover, Indiana
Harvard College	Dean John U. Monro	Cambridge, Mass.
Hastings College	Dean F. E. Weyer	Hastings, Nebraska
University of Hawaii	Dean Harold Bitner	Honolulu, Hawaii
Henderson State Teachers Coll.	Dean Paul W. Cauffiel	Arkadelphia, Ark.
Hillsdale College	E. Robt. Chable, Dir. of Student Personnel	Hillsdale, Mich.
Hiram College	Dean of Men	Hiram, Ohio
University of Houston	Dean J. E. Williamson	Houston, Texas
Howard University	Dean A. J. Blackburn	Washington, D. C.
College of Idaho	Dir. S. Gene Odle, Student Personnel	Caldwell, Idaho
University of Idaho	Charles O. Decker, Dir. of Student Affairs	Moscow, Idaho
Illinois Inst. of Technology	Dean Charles Wm. Brown	Chicago 16, Ill.
Illinois State Normal U.	Dean Richard E. Hulet	Normal, Illinois
Illinois Wesleyan University	Asst. Dean T. J. Diener	Bloomington, Ill.
Indiana University	Dean Robert H. Shaffer	Bloomington, Ind.
Iowa State College	Millard R. Kratochvil, Dir. of Student Personnel Services	Ames, Iowa
State University of Iowa	Dean Marion L. Huit	Iowa City, Iowa
State University of Iowa	Dirck W. Brown, Counselor to Men	Iowa City, Iowa
Kansas State College	Dean Herbert J. Wunderlich	Manhattan, Kansas
Kansas State Teachers Coll.	Dean Victor T. Trusler	Emporia, Kansas
Kansas State Teachers Coll.	Dean Ralph Wright	Pittsburg, Kansas
University of Kansas	Dean Laurence C. Woodruff	Lawrence, Kansas
Kent State University	Dean Glen T. Nygreen	Kent, Ohio

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
University of Kentucky	Dean Leslie L. Martin	Lexington 29, Ky.
Kenyon College	Dean Thomas J. Edwards	Gambier, Ohio
Knox College	Dean of Students	Galesburg, Illinois
Lafayette College	Dean Frank R. Hunt	Easton, Penna.
Lake Forest College	Dean Howard Hoogesteger	Lake Forest, Ill.
Lawrence College	Dean Alexander Robt. Cameron	Appleton, Wisconsin
Lawrence College	Dean Edwin Schoenberger	Appleton, Wisconsin
Inst. of Paper Chemistry		
Lehigh University	Dean J. D. Leith	Bethlehem, Penna.
Lewis and Clark College	Dean Vergil Fogdall	Portland, Oregon
Long Beach State College	Dean Francis J. Flynn	Long Beach 15, Calif.
Louisiana Polytechnic Inst.	Dean S. X. Lewis	Ruston, Louisiana
Louisiana State University	Dean Arden O. French	Baton Rouge, La.
University of Louisville	Dean Dave Lawrence	Louisville, Kentucky
Loyola College	Rev. John E. Murphy, S.J.	Baltimore 10, Md.
Loyola U. of Los Angeles	Alfred J. Kilp, S.J.	Los Angeles, Calif.
Loyola U. of New Orleans	Robert L. Boggs, S.J.	New Orleans, La.
University of Maine	Dean John E. Stewart	Orono, Maine
Maritime College	Dean Arthur J. Spring	Ft. Schuyler, N.Y., NY
Marquette University	George Bischofberger, S.J., Pres. of Student Affairs	Milwaukee, Wisconsin
Marshall College	Dean Harold Willey	Huntingdon, W. Va.
Marshall College	B. James Borreson, Exec. Dean of Student Life	Huntingdon, W. Va.
University of Maryland	Dean Gearly Eppley	College Park, Md.
Mass. Inst. of Technology	Dean John T. Rule	Cambridge, Mass.
University of Massachusetts	Dean Robert S. Hopkins, Jr.	Amherst, Mass.
McNeese State College	Dean Ellis Guillory	Lake Charles, La.
Mercer University	Dean Richard C. Burts, Jr.	Macon, Georgia
University of Miami	Dean Noble B. Hendrix	Coral Gables, Fla.
University of Miami	Dean Ben E. David	Coral Gables, Fla.
Miami University	Dean Carl W. Knox	Oxford, Ohio
Michigan Coll. of Mining & Technology	Dean L. F. Duggan	Houghton, Michigan
Michigan State University	Dean Tom King	East Lansing, Mich.
University of Michigan	Vice Pres. James Lewis	Ann Arbor, Michigan
University of Michigan	Dean W. B. Rea	Ann Arbor, Michigan
Middlebury College	Acting Dean Harris E. Thurber	Middlebury, Vermont
Midwestern University	Dean William A. Yardley	Wichita Falls, Texas
Mippsaps College	Dean J. E. McCracken	Jackson, Mississippi
University of Minnesota	Dean E. G. Williamson	Minneapolis, Minn.
University of Minnesota	C. W. Wood, Director	Duluth 5, Minnesota
University of Mississippi	Dean L. L. Love	University, Miss.
Mississippi Southern Coll.	Dean J. R. Switzer	Hattiesburg, Miss.
University of Missouri	Dean Jack Matthews	Columbia, Missouri
Monmouth College	Dean Elwood H. Ball	Monmouth, Illinois
Montana State College	Dean Val Glynn	Bozeman, Montana
Montana State University	Dean Andrew Cogswell	Missoula, Montana
Northern Montana College	Dean Clifton S. Jackson	Havre, Montana

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Montclair State Teachers College	Dean Ned Schrom	Montclair, New Jersey
Moravian College	Dean Marlyn D. Rader	Bethlehem, Penna.
Muhlenberg College	Dean Claude Dierolf	Allentown, Penna.
University of Nebraska	Dean J. P. Colbert	Lincoln 8, Nebraska
Nebraska Wesleyan University	Dean Clinton B. Gass	Lincoln, Nebraska
University of Nevada	Dean Sam M. Basta	Reno, Nevada
Newark Coll. of Engineering	Dean S. J. House	Newark 2, New Jersey
University of New Hampshire	Dean Robb G. Gardiner	Durham, N. H.
New Mexico Highlands U.	Dean Ray A. Farmer	Las Vegas, N. M.
New Mexico State Coll. of Agriculture & Mechanical Arts	Dean Philip S. Ambrose	State College, N. M.
University of New Mexico	Dean Howard V. Mathany	Albuquerque, N. M.
New York University	Dean William Bush Baer	New York, New York
North Carolina State Coll.	Dean James J. Stewart	Raleigh, No. Carolina
University of No. Carolina	Dean Fred H. Weaver	Chapel Hill, N. C.
North Dakota Agricultural College	Dean C. A. Sevrington	Fargo, No. Dakota
University of No. Dakota	Dean Charles L. Lewis	Grand Forks, N. D.
Northeastern University	Dean Gilbert MacDonald	Boston, Mass.
Northern Illinois University	Dean Ernest E. Hanson	DeKalb, Illinois
Northwestern University	Dudley G. Fulton, Dir of Student Relations	Evanston, Illinois
Oberlin College	Dean W. Dean Holdeman	Oberlin, Ohio
Ohio State University	Dean Mylin H. Ross	Columbus, Ohio
Ohio State University	Dean William Guthrie	Columbus, Ohio
Ohio University	Dean Maurel Hunkins	Athens, Ohio
Ohio Wesleyan University	Dean William S. Zerman	Delaware, Ohio
Oklahoma State University	Dean J. N. Baker	Stillwater, Oklahoma
Oklahoma Baptist University	Dean Donald G. Osborn	Shawnee, Oklahoma
Oklahoma City University	Dean George H. Ryden	Oklahoma City, Okla.
University of Oklahoma	Dean Clifford J. Craven	Norman, Oklahoma
University of Omaha	Dean Jay B. MacGregor	Omaha, Nebraska
Oregon State College	Dean Dan Poling	Corvallis, Oregon
University of Oregon	Dean Donald M. DuShane	Eugene, Oregon
University of Ottawa	Romeo Legault, OMI	Ottawa, Canada
College of Pacific	Dean Edward S. Betz	Stockton 27, Calif.
Park College	Dean Richard A. Elson	Parkville, Missouri
Pennsylvania State U.	Dean Frank J. Simes	University Park, Pa.
University of Penna.	Dean George B. Peters	Philadelphia, Pa.
University of Pittsburgh	Dr. William Swartzbaugh	Pittsburgh, Penna.
Polytechnic Inst. of Brooklyn	Dean Henry Q. Middendorf	Brooklyn 2, New York
Polytechnic Inst. of Puerto Rico	Dean Boyd B. Palmer	San German, Puerto Rico
Portland State College	Dean Charles W. Bursch, II	Portland, Oregon
Pratt Institute	Dean LeRoy S. Austin	Brooklyn 5, N.Y.
Princeton University	Dean Wm. D'O. Lippincott	Princeton, N.J.
The Principia	Dean John W. Rawsthorne	Elsah, Illinois
University of Puerto Rico	Jose A. Franceschini, Dir. of Student Services	Mayaguez, Puerto Rico

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Purdue University	Dean Donald R. Mallett	Lafayette, Indiana
Purdue University	Dean O. D. Roberts	Lafayette, Indiana
Queens College	Dean George B. Spitz, Jr.	Flushing 67, N.Y.
University of Redlands	Dean of Students	Redlands, California
University of Rhode Island	Dean John Quinn	Kingston, R. I.
Reansselaer Polytechnic Inst.	Dean Ira Harrod	Troy, New York
Richmond Professional Inst.	Dr. Margaret L. Johnson	Richmond 20, Va.
Ripon College	Dean David L. Harris	Ripon, Wisconsin
Roanoke College	Donald M. Sutton, Dir. of Student Activities	Salem, Virginia
University of Rochester	Dean of Men	Rochester, New York
Rollins College	Dean Joseph Justice	Winter Park, Fla.
Rutgers University	Dean Cornelius B. Boocock	New Brunswick, N.J.
Rutgers University	Assoc. Dean Edgar G. Curtin	New Brunswick, N.J.
St. John's University	Francis Studer, O.S.B.	Collegeville, Minn.
St. Lawrence University	Dean Kenneth R. Venderbush	Canton, New York
St. Louis University	Dean M. B. Martin, S. J.	St. Louis, Mo.
St. Olaf College	Dean Mark Almli	Northfield, Minn.
St. Peter's College	Gerard Fagan, S.J., Dir. of Student Personnel	Jersey City, N. J.
San Diego State College	Dean Herman C. Peiffer, Jr.	San Diego, Calif.
San Francisco State College	Dean Fred Reddell	San Francisco 27, Cal.
University of San Francisco	Dean Francis A. Moore, S.J.	San Francisco 17, Cal.
San Jose State College	Dean Stanley C. Benz	San Jose, California
University of Santa Clara	Father James E. Sweeters	Santa Clara, Calif.
University of Scranton	Rev. James H. Donahoe, S.J.	Scranton, Penna.
U. of South Carolina	Dean James T. Penney	Columbia, S. C.
State U. of South Dakota	Dean Howard Connors	Vermillion, S. D.
U. of Southern California	Dean Robert Gordon	Los Angeles, Calif.
Southeastern Louisiana Coll.	Dean L. E. Chandler	Hammond, Louisiana
Southern Ill. University	Dean I. Clark Davis	Carbondale, Ill.
Southern Methodist U.	Dean Mayne Longnecker	Dallas 5, Texas
Southwestern College	Donald L. Colburn, Counselor to Men	Winfield, Kansas
Southwestern Louisiana Inst.	Dean E. Glynn Abel	Lafayette, Louisiana
Springfield College	Dean R. William Cheney	Springfield, Mass.
Spring Hill College	Father Hilton L. Rivet, S.J.	Spring Hill, Alabama
Stanford University	Dean H. Donald Winbigler	Stanford, California
State College of Washington	Dean J. C. Glevenger	Pullman, Washington
State Teachers College	G. R. Schwartz, Dir. of Student Personnel	Mankato, Minnesota
State Teachers College	Dean Dan J. Sillers	Minot, No. Dakota
Troy State College	Dean John W. Stair	Troy, Alabama
State U. Teachers College	Dean Gordon J. Klopff	Buffalo, New York
State U. Teachers College	Dean A. W. Baisler	Cortland, New York
State U. Teachers College	Dean Joseph E. Gould	Fredonia, New York
State U. Teachers College	Dean Gerald Saddlemire	Geneseo, New York
State U. Teachers College	Dean Jack Kimball	Oneonta, New York
State U. Teachers College	Dean Normann E. Whitten	Oswego, New York

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
John B. Stetson University	Dean George W. Hood	DeLand, Florida
Stevens Inst. of Technology	Dean Charles R. Wellhausen	Hoboken, New Jersey
Swarthmore College	Dean William C. H. Prentice	Swarthmore, Penna.
Syracuse University	Vice Pres. Frank Piskor	Syracuse 10, N. Y.
Taylor University	Dean William D. Green	Upland, Indiana
Temple University	Carl M. Grip, Dir. of Development	Philadelphia, Penna.
University of Tennessee	Dean R. E. Dunford	Knoxville, Tennessee
Texas Christian University	Dean Laurence C. Sjith	Fort Worth, Texas
Texas College of Arts & Industries	Dean J. E. Turner	Kingsville, Texas
Texas Technological College	Dean James G. Allen	Lubbock, Texas
University of Texas	Dean Arno Nowotny	Austin 12, Texas
University of Texas	Dean Jack Holland	Austin 12, Texas
Thiel College	Dean J. B. Stoeber	Greenville, Penna.
University of Toledo	Donald S. Parks, Personnel Director	Toledo 6, Ohio
Trinity College	Dr. O. W. Lacy	Hartford, Conn.
Tulane University	Dean John H. Stibbs	New Orleans, La.
University of Tulsa	Dan Wesley, Counselor to Men	Tulsa 4, Oklahoma
Union College	Dean M. S. Culber	Lincoln, Nebraska
Union College	Dean C. W. Huntley	Schenectady, N. Y.
U. S. Air Force Academy	D. C. Berck, Dir. of Pro- curement	Denver 8, Colorado
Upsala College	Dean Harold S. Carlson	East Orange, N. J.
Utah State Agricultural College	Dean Ellvert H. Himes	Logan, Utah
University of Utah	Dean W. W. Blaesser	Salt Lake City, Utah
Valparaiso University	Dean Luther P. Koepke	Valparaiso, Indiana
Vanderbilt University	Wm. O. Batts, Dir. of Housing	Nashville, Tennessee
Vanderbilt University	Albert S. Thompson, Chief of Counselors	Nashville, Tennessee
University of Vermont	Dean Clifford Earl	Burlington, Vermont
University of Virginia	B. F. D. Runk, U. Advisor to Men	Charlottesville, Va.
Virginia Polytechnic Inst.	Dr. James W. Dean	Blacksburg, Virginia
Wagner Memorial Lutheran College	Dean of Students	Grymes Hill, Staten Island, New York
Washington College	Dean Albert S. Hill	Chestertown, Maryland
Washington & Lee University	Dean Frank J. Gilliam	Lexington, Virginia
Washington University	Dean Arno J. Haack	St. Louis, Missouri
University of Washington	Dean Donald K. Anderson	Seattle, Washington
Wayland Baptist College	Dean Maurice J. Sharp	Plainview, Texas
Wayne State University	Dean Harold Stewart	Detroit 1, Michigan
Western Maryland College	Dean William M. David, Jr.	Westminster, Maryland
Western Michigan University	Dean J. Towner Smith	Kalamazoo, Michigan

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
Western Michigan University	Dean Paul I. Griffith	Kalamazoo, Michigan
Western Reserve University	Dean R. A. Griffin	Cleveland, Ohio
West Virginia University	Joseph C. Gluck, Dir. of Student Services	Morgantown, W. Va.
Wheaton College	Dean Arthur H. Volle	Wheaton, Illinois
University of Wichita	James K. Sours, Dir. of Student Services	Wichita, Kansas
College of William and Mary	Dean Joe Farrar	Williamsburg, Va.
Washington College	Dean J. Alfred McCauslin	Wilmington, Ohio
University of Wisconsin	Dean Leroy E. Luberger	Madison 6, Wis.
University of Wisconsin	Dean Theodore W. Zillman	Madison 6, Wis.
University of Wisconsin	William R. Butler, Dir. of Student Personnel Services	Milwaukee, Wisconsin
Wittenberg College	Dean Robert O. Long	Springfield, Ohio
College of Wooster	Dean Ralph A. Young	Wooster, Ohio
University of Wyoming	Dean A. L. Keeney	Laramie, Wyoming
Xavier University	Dean P. H. Ratterman, S.J.	Cincinnati, Ohio

EMERITUS DEANS

S. E. Crowe, Michigan State University, East Lansing, Michigan
 B. C. Daly, Box 755, Laramie, Wyoming
 A. D. Enyart, Rollins College, Winter Park, Florida
 Scott H. Goodnight, 1649 Aloma Avenue, Winter Park, Florida (winter)
 Land o'Lakes, Vilas County, Wisconsin (summer)
 Garner E. Hubbell, 16412 Akron Street, Pacific Palisades, California
 J. B. Jackson, 1107 Prince Edward Street, Fredericksburg, Virginia
 T. T. Jones, 1848 McDonald Road, Lexington, Kentucky
 Ray E. Manchester, 208 North Lincoln Street, Kent, Ohio
 Ray C. Pettett, Adrian College, Adrian, Michigan
 J. J. Somerville, Ohio Wesleyan University, Delaware, Ohio
 T. J. Thompson, University of Nebraska, Lincoln, Nebraska
 Nicholas McKnight, 67 Addison Avenue, Rutherford, New Jersey
 Ed. L. Cloyd, North Carolina State College, Raleigh, North Carolina

PAID FOR MAILING LIST PRIVILEGE

Robert H. Plummer, University of Michigan, Flint, Michigan
 Helen Fisk (Miss), Western Personnel Institute, 1136 Steuben Street,
 Pasadena, California
 G. Kerry Smith, Association for Higher Education, 1201 Sixteenth Street,
 Northwest, Washington 6, D. C.

APPENDIX D

SUMMARY OF PREVIOUS MEETINGS

Meeting	Year	Present	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Kentucky	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Michigan	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N.C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	C.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N. Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation - No Meeting Held			
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Mich.	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner
34	1952	180	Colo. Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37	1955	230	Lafayette, Indiana	J.H. Stibbs	F.H. Turner
38	1956	201	Berkeley, Calif.	J.E. Hocutt	F.H. Turner
39	1957	231	Durham, N. Carolina	F.C. Baldwin	F.H. Turner
40	1958	306	French Lick, Ind.	D.M. DuShane	F.H. Turner
41	1959	303	Boston, Mass.	F.H. Turner	C.W. Knox

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